THE IMPLEMENTATION OF WHATSAPP AND ZOOM APPLICATION IN PUBLIC SPEAKING COURSE DURING COVID-19 PANDEMIC AT IAIN PALANGKA RAYA

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Abstract

This research aimed to describe the implementation of Whatsapp and Zoom application, the strength and the weaknesses of Whatsapp and Zoom in online learning. This research was carried out at IAIN Palangka Raya. This study was used a qualitative approach. The data was taken through interview and documentation. The participants of this research were eight students from IAIN Palangka Raya. The sample were taken based on the purposive sampling technique. The result of the study are : Whatsapp and Zoom are two applications that can help students to practice English, make learning process more effective, and facilitate the lecturer-students interaction and communication. It provides many features to support the learning process for sharing information and can give positive contribution to help in online learning. The dominant problems to apply them are bad internet connection, need a lot of money to buy quota and lack of supporting facility for internet.

Keywords: Implementation, Whatsapp, Zoom, Public Speaking Course, Covid-19 Pandemic

INTRODUCTION

The instructional media in online learning can be a smartphone, computer, or tablet. According to Chen (2018), a smartphone can be used not only as a communication tool, but also as an excellent educational instrument. Because it has the ability to display photos, play games, play videos, have a built-in camera, audio/video playback and recording, send/receive e-mail, have built-in apps for social websites and surfing the web, wireless internet, and much more, a smartphone can be used as an instructional media in online learning. It stated that numerous programs may be accessible on a smartphone through an internet connection, and that a smartphone application can be utilized for studying and teaching. In Indonesia, distance education is delivered through a variety of platforms, including Google Classroom, Whatsapp, Zoom, Edmodo, and others. Learning English online can be made easier by employing software that allows for synchronous audio and video inputs. Face-to-face (F2F) interactions, for example, may approximate those that take place in a physical classroom (Hall & Knox, 2009).

Using online learning platforms such as Whatsapp and Zoom, some teachers have attempted to integrate technology into the classroom learning process. Because online platforms allow teachers and students to connect even when they are not in the same room, they encourage both inquiry-based and independent learning. Whatsapp and Zoom, as social learning platforms, provide a number of features that allow students to interact and communicate with their teachers and peers, as well as access a virtual classroom where they can complete a teacher-provided speaking course (Suadi, 2021).

Whatsapp

WhatsApp is one of the most widely used communication apps in the 21st century (Ahad & Lim, 2014). According to Nyasulu & Dominic Chawinga (2019), WhatsApp is a smartphone-based instant messaging service that is used by millions of people worldwide to communicate information in various formats such as audio, photographs, videos, and text. It may be stated that WhatsApp is a smartphone application that allows users to engage with other users more quickly and easily through instant messaging.

Zoom

Zoom is a video conferencing, online meetings, chat, and mobile collaboration tool that provides remote conferencing services (Hazairin & Melati, 2020). Zoom, according to Guzachchova (2020), is a cloud-based service that provides content sharing and video conferencing features as well as meetings and webinars. Zoom is also a simple and dependable cloud platform for video and audio distribution across mobile devices, PCs, phones, and room systems. This app is commonly used as a long-distance communication tool.

METHOD

The researcher collected the data in this study through interviews and documentation. According to Creswell & Creswell (2017), interviews include face-to-face interviews, telephone interviews, online interviews, and focus group interviews with six to eight interviewees per group. These interviews consist of a series of unstructured, usually open-ended questions designed to elicit the participants' thoughts and ideas. Eight students from IAIN Palangka Raya were interviewed in order to gather information from the informant. Meanwhile, a semi-structured interview was performed in this investigation. Topics and questions are presented in a semi-structured interview, but the questions are open-ended and can be tailored to each interviewee's preferences in terms of wording and sequence, and the replies are provided with prompts and probes. According to Arikunto (2010), documentation is written objects such as notes, books, documents, magazines, diaries, regulations etc. The data that would be found in this field was presumed by employing documentation in this research. The researcher collected the syllabus of public speaking course from the lecturer.

RESULTS AND DISCUSSION

Results

Based on the results of the interviews, the researcher discovered that using Whatsapp and Zoom applications was beneficial during the online educational process. Whatsapp and Zoom can assist students improve their English skills, increase the effectiveness of their learning, and boost lecturer-student contact and communication in their online classes.

WhatsApp and Zoom made academic contact between teachers and students much easier and faster. It allowed students to share and exchange information with their teacher and classmates using WhatsApp and Zoom services such as sending and receiving texts, photos, audios, videos, and documents. They also remarked how easy and flexible it is to use Zoom and WhatsApp.

Some students expressed the opinion that using Zoom and WhatsApp is cost-effective in terms of time savings, flexibility, effectiveness, and competitiveness. Furthermore, several students have expressed dissatisfaction with the fact that it does not accommodate their preferred learning approach. The causes were standard, mainly a poor internet connection and a large amount of internet quota usage.

Discussion

Based on the information gathered through interviews, the researcher discovered that the majority of students believe that the use of Whatsapp and Zoom applications is advantageous throughout the online learning process.

In response to the first question, participants stated that Whatsapp and Zoom were the most commonly used programs by students in online learning. The participants then added the assertion that the use of Whatsapp and Zoom in class was excessive. According to Jones & Healing (2010), some of the advantages of technology are as follows: First, Whatsapp and Zoom connect teachers and students both within and outside the classroom by providing a private space for them to communicate thoughts and ideas. Edmodo, which is accessible from a computer and is simple to use, can be utilized to obtain content outside of the classroom. Second, students have the option to publish valuable and high-quality sources in the library tab that they discover. It provides students with a new source of academic material and makes it simple to locate without wasting time. Third, it gives you quick and easy access to online assignments, surveys, calendars, and other resources. Fourth, by logging on to an account with a class code, students' parents can exert control over their children and observe what they are learning or doing in the classroom.

In response to the second question, participants stated that they could easily utilize Whatsapp and Zoom. According to Davitti (2019), the adoption of Zoom technology allows students to join lectures from anywhere on any device, with minimal training required for staff. WhatsApp, on the other hand, is the most commonly used smartphone application due to its simplicity and familiarity (Nya).

In response to the third question, the researcher discovered that students primarily used the applications Whatsapp and Zoom, which were easy to use, flexible for both teachers and students, and could be accessed in locations where internet access was unreliable.

In response to the fourth question, the researcher discovered that the students could master Whatsapp and Zoom in online learning based on the interview results. According to Al Fadda, Osman, & Metwally (2020)), during the coronavirus outbreak, Zoom and Whatsapp became a free internet tool, which led to its widespread use during the Covid-19 lockdown.

In response to the fifth question, participants claimed there was no trouble using Zoom or WhatsApp, and that the difficulty was nearly non-existent, but that weather limits or power outages could be a hindrance. According to Suadi (2021), who conducted research on the use of Zoom and WhatsApp in an online English learning system, students had a favorable attitude toward the challenges of using Zoom and WhatsApp on a smartphone. It's understandable because the majority of pupils are from low-income families. As a result, they simply bought a smartphone with fewer features and a lower quality at a lower price.

In response to the sixth question, participants said that Whatsapp and Zoom helped teachers control and maintain students' learning. The researcher also discovered that Whatsapp and Zoom provide an overview of students' progress and achievement, which can assist teachers in determining how well their students are learning English.

In response to the seventh question, The participants responded that Whatsapp and Zoom increase students' motivation to learn English. According to Ogwunte & EA (2020), Whatsapp and Zoom are effective learning tools because they improve students' motivation, flexibility, and involvement in online learning activities.

In response to the eighth question, the participants responded that Whatsapp and Zoom were valuable and helpful tools for learning English speaking, particularly during the Covid-19 outbreak. According to Vin-Mbah (2018), when compared to traditional lectures or study tools that do not employ technology, technology-based multimedia (including Zoom and Whatsapp)

can boost learning and memory of material provided during a class session or individual study period.

In response to the nineth question, based on the interview results, the researcher discovered that the use of Whatsapp and Zoom contributes to and has a favorable impact on online activities. According to Sullivan (2012), the following benefits of using the Zoom cloud application and WhatsApp technology are highlighted: Increased student interest and motivation, as well as deeper processing of the information presented, are all benefits of technological learning environments, which allow for education tailored to the preferences and cognitive needs of the students.

In response to the tenth question, participants stated that the difficulty in utilizing Whatsapp and Zoom is due to the low internet connection, which prevents students from effectively using Whatsapp and Zoom in class. According to Jones & Healing (2010), Whatsapp and Zoom have various flaws, including the possibility that students will utilize technology as a social networking site rather than an educational instrument. Furthermore, some students do not have access to the internet, which will limit their ability to utilize Whatsapp and Zoom, as well as submit their assignments via Whatsapp.

CONCLUSION

The students considered that implementing the Whatsapp and Zoom applications in the public speaking course was highly beneficial and helpful, based on the study's findings. Furthermore, the Whatsapp and Zoom applications can assist students in practicing English, improving the effectiveness of the learning process, and facilitating lecturer-student engagement and communication. It has a number of features that aid in the learning process by allowing users to share information and contribute positively to their online learning. In line of the study results, below are the advantages and disadvantages of using WhatsApp and Zoom application as an experience to share.

Some advantages of WhatsApp and Zoom application are:
1. WhatsApp and Zoom are alternative mediums for engaged online learning.
2. It aids students in their motivation to learn English, particularly in speaking courses.
3. It encourages students to share information and engage in debate to assist them overcome their anxiety of using the language.

Some disadvantages of WhatsApp and Zoom application are:
1. Students' lack of attention to the teacher's content, i.e., not all students learn from the materials.
2. To keep the application under control, the educator must always be patient.
3. Bad internet connection.
4. Need a lot of money to buy quota.

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