

WhatsApp: How it is Used to Support the Blended Learning in Linguistics and Research Classes in the Pandemic-Era Classroom

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ABSTRACT

In the new global classrooms, WhatsApp mobile application has become a central issue for the learning process. This paper attempts to show how WhatsApp Group (WAG) can support blended learning in linguistics and research classes. A qualitative case study was used. The data were drawn from 85 individuals, of whom were semantics, ecolinguistics, discourse, and research classes. Other instruments, such as recording and existing documents, were also applied. The implementation of these models in describing individual process behaviors is in the even semester of 2019/2020. This case study confirms the importance of WAG clear rules and directions of online contact hours related to general information, the making of WhatsApp group (WAG), videos, and the contact hour, participant.

Keywords: *WhatsApp group, Blended learning, Linguistics Classes, Asynchronous*

1. INTRODUCTION

Both concepts and the meaning of digital literacy have changed [1]. A lecturer does not tend to display the manual library for the last nine years. Most of these textbooks are now well kept in the notebook. Nine years ago, the students still used a lap-top to see e-book, but now almost all students avert to a digitized cellular phone. That is why the blended learning model in the related aspects is expected to contribute to the teaching and learning process [2], [3].

Blended learning can be divided into two types, namely, flipped class and flex class. The flipped learning is as a popular alternative model in recent years [4], [5], [6]. WhatsApp is one of the popular applications to support blended learning, particularly the flipped class [7]. Not just for personal messaging, WhatsApp chats, voices, and group functionalities also make it a valuable communication tool for the teaching and learning process [9], [10], [11]. The problem is how WhatsApp can be applied to support linguistics and research classes.

The extension of linguistics and research classes toward a blended learning model, mainly flipped and flex classes, are considered necessary. These two

models are truly popular recently. They do not only offer an independent learning but could also utilize numerous online sources either the one under Intellectual Property Rights or non (IPR), for the need of learning both inside and outside class. In other words, these two models are oriented to the needs of society, graduation users, and oriented learning strategy in such a way the students might make both materials (content) and pedagogic tasks as the vehicle in the real tasks.

2. THEORY AND METHOD

WhatsApp is one the famous messaging applications nowadays. WhatsApp was created by Yahoo employees, Brian Anton and Jan Koom in 2009. It was supported by one of Silicon Valley's investors' holding companies, Major Sequoia. Although WhatsApp today is an instant messaging application for smartphones, it is derived from the English phrase, what's up?. What's up in English means what's new. WhatsApp users can exchange text messages, voices, images, videos, audio, maps, and location [9]. Anton and Koom's idea of development stands today was acquired by Google. Today, hundreds of millions are listed as active monthly users.

Apart from it, an updated lesson plans and sufficient handbooks were extended in some ways, particularly WhatsApp mobile application. WhatsApp can send text messages, voices, and images and send video, audio slides, documents, links of both instrument and software, and even location [12], [13]. It is one of the reasons why WhatsApp is assumed as one of the interesting media and one of the driving factors of blended learning. The statement is supported by [12]. He suggested that students' engagement through mobile technologies influences not just their motivations but also social interactions. In a similar case in Malaysia, [13] outlined specific pedagogical implications for the future use of WhatsApp mobile application in the teaching and learning process.

Previous studies have shown the effectiveness of Whatsapp in learning activities. Despite critics toward learning [10], Whatsapp can develop oral skills [5]. WhatsApp use in clinical practice can explore perceived benefits [6]. Whatsapp can extend the learning process in a blended classroom environment [7]. Whatsapp can enhance English and foreign language learning [14, 15]. At least, a clear benefit of WhatsApp in the teaching and learning process could be identified. WhatsApp not just easy to use but also can facilitate online collaboration and cooperation among online students and lecturers in a flipped class lecture.

Learning materials such as e-books, e-journal, photos, videos, voices, and other icons and comments can be shared with WhatsApp Group. Furthermore, It may be that these students benefitted from the ability to create and publish their work in the group, for instance, a class publication, knowledge share, class creativity, unique videos, and other novelties. As suggested by Barhoumi [9], 'Discussions are related to the course content taught 100% in-class'. The problem is how to apply this application to Linguistics and research classes.

The use of qualitative case studies is a well-established approach in a small group of undergraduate and postgraduate students in a university. The WhatsApp group model is one of how that could be empowered. The implementation of

these blended learning for subjects, mainly, for the semester learning in the even semester of 2019/2020. Case studies have been long established in describing the process of individual behaviors to present a detailed analysis. By the end of the semester period, data were collected from 85 individuals: semantics, ecolinguistics, discourse, and research classes. Other instruments, such as recording and existing documents, were also applied.

3. RESULT AND DISCUSSION

Several following steps are only the developing model of linguistics and research classes based upon WhatsApp group under asynchronous techniques during 14 times contact hour. This subchapter describes the procedures and examples used in linguistics and research classes.

3.1 Pre-classes

Before the class begins, some directions of online contact hour via WhatsApp are needed regarded to online contact hour related to general information, the making of WhatsApp group (WAG) info, lesson plans, paper rubrics, slide rubrics, video rubrics, and the contact hour participant info. For some linguistics and research classes, especially, I have used some directions to my students before the class begins.

1. Set up a group in WhatsApp application whose members consisting of both students and lecturers convening the subject.
2. Make paper, slide, and video of course material presentation from the field data and/or article of book chapters or journal according to the direction of the convening lecturer (Figure 1).
3. Both paper and slide have a particular format (enclosed). To ease the evaluation, both paper and slide must be sent to drsawirman@gmail.com punctually (Figure 2).
4. Either convening lecturer or student(s) is appointed to play the role of the facilitator during discussion running in the WAG class.
5. All of the course material already presented in the online contact hour deserves a test either during formative or summative,

midterm test or final test term, quiz, and the application in the real-world (*real tasks*).

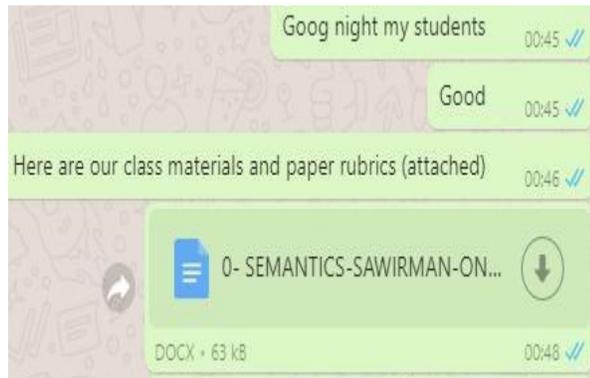


Figure 1 Lecturer's greeting before the class starts

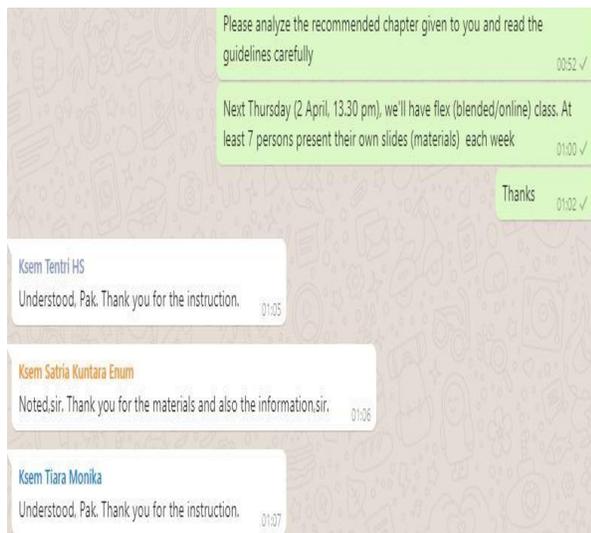


Figure 2 Recommended materials share

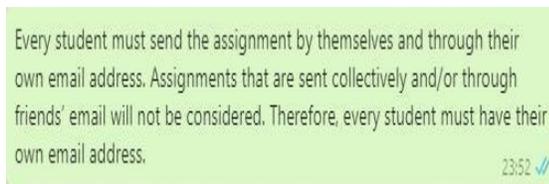


Figure 3 Assignment direction

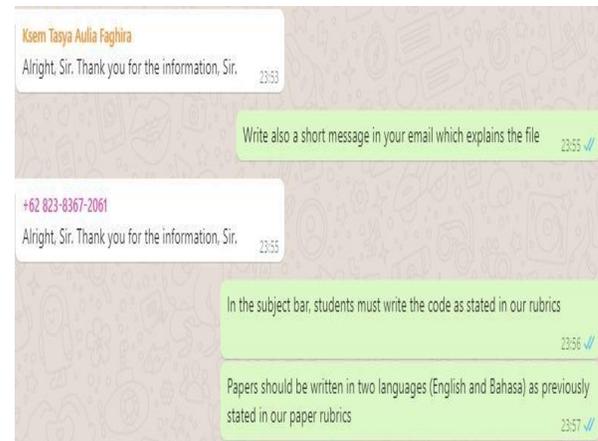


Figure 4 Students' feedbacks and lecturer's direction

3.2 The making of WhatsApp group (WAG) procedures

1. The WAG is set up by the convening lecturer or the student representing the class.
2. The administrator confirms the full names of all lecturing participants registered in the WAG.
3. If there is a number without a name in the WAG, thus, the administrator or the student concerned should write on his/her name individually by clicking setting, click profile, rename menu "about," and please change the WA status usually written *available* or *at a gym* etc. with your name in full (not an alias).
4. In order to make grouping and searching, WAG's course names must be made under several indicators: (a) all course names must be written in a capital letter; (b) please combined the abbreviation CLASS into (C) and the abbreviation of STRATA into (S1/S2/S3) without space (e.g., CS1, CS2, CS3); (c) add SUBJECT NAME and (d) put on CLASS CODE (e.g., A or B, 01 or 02, Reg. or FT).
5. When the subject name is more than two words, it must be abbreviated into the first letter of each word, primarily the *content words* (not the *function words*), e.g., subject of INTRODUCTION TO DISCOURSE ANALYSIS is abbreviated into IDA, INTRODUCTION TO SCHOOLS OF LINGUISTICS is abbreviated into ISL, and

so on.

- Several examples of name WAG: CS1 SEMANTICS A or CS2 ECOLINGUISTICS or CS2 FORENSIC LINGUISTICS or CS2 ECOLINGUISTICS 02 or CS2 ECOLINGUISTICS REG (abbreviated from regular class) or CS2 ECOLINGUISTICS FT (abbreviated from class Fast Track) or CS1 SEMIOTICS, CS1 IDA A, or CS1 MPK B, and so on.

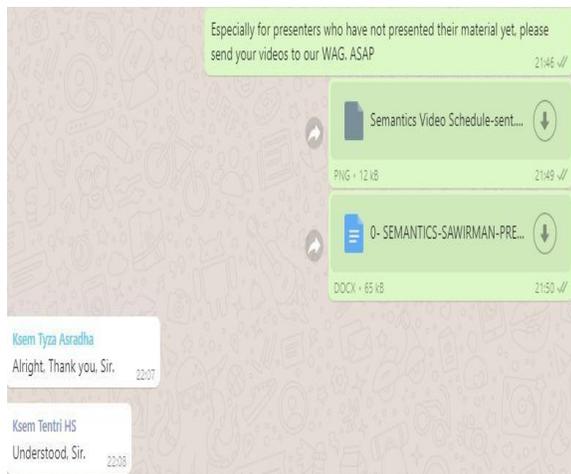


Figure 5 Assignment instruction

3.3 Video presentation procedures

- The video content must come along with the material offered by the lecturer (team), and it must come together with both paper and slide already sent to the e-mail the weeks before.
- The technique of video making is not reciting either the paper or the slide. The participant will acquire a low score when this is done.
- The video is made to run in a duration of 5 minutes. The video made through a combination of cover, photo, writing, voice, and /or animation will be given a special point (extra score).
- The presentation video cover contains several points, as follows. *Firstly*, THE VIDEO TITLE. It has to run together with the language used. When the language is used in English; thus, the video title must be in English; thus, the video title must be in English, too, for instance, The Areas of Ecolinguistics, Qualitative Research, etc. When the video is in Indonesian, the title should also be in Indonesian, such as

Cakupan Kajian Ekolinguistik, Penelitian Kualitatif, etc. *Secondly*, it is obligatory to stipulate the name of the supervising lecturer: Dr. Sawirman, M.Hum. *Thirdly*, it is obligatory to stipulate the name of the video maker. Concerning the video selected, it will be uploaded to YouTube; thus, it is needless to use the student’s registration number (NIM). *Fourthly*, please stipulated the name of department, faculty, and university as well as year of video made, for instance, *Jurusan Sastra Inggris* (English Department), *Magister Linguistik* (Postgraduate of Linguistics), *Fakultas Ilmu Budaya* (Faculty of Humanities), University of Andalas, 2020.

- The presenter is necessary to put on an introduction about the video mentioning the name of the video maker and the supervisor’s name, too, for instance, “I am Angkasa supervised by Bapak Dr. Sawirman will present Fairclough’s Critical Discourse Philosophy to you” and the like or it may be in an attractive semi-formal, for example, Hi Guys, under Bapak Dr. Sawirman supervision, I am Angkasa would expose Fairclough’s Critical Discourse Philosophy.
- The presenter’s video is uploaded to the WhatsApp group in time mainly set up according to class condition, student number (group), and a number of contact hours.
- The *e-learning* activity could be done in two learnability forms, namely synchronous moment (time of contact hour is the same as/simultaneous with and different place) and asynchronous one (time of contact hour is not the same as and different place/non-simultaneous moment). We choose the second one, namely the asynchronous one (time of contact hour is not the same as and different place/non-simultaneous moment).
- The language priority used by the presenter in the video runs together with the subject title. When the subject title is in English, for instance, Semantics, thus, the language prioritized in the video in English. When the subject title is in Indonesian, for example, *Ekolinguistik*, therefore, the presenter in the video may use either Indonesian or English.

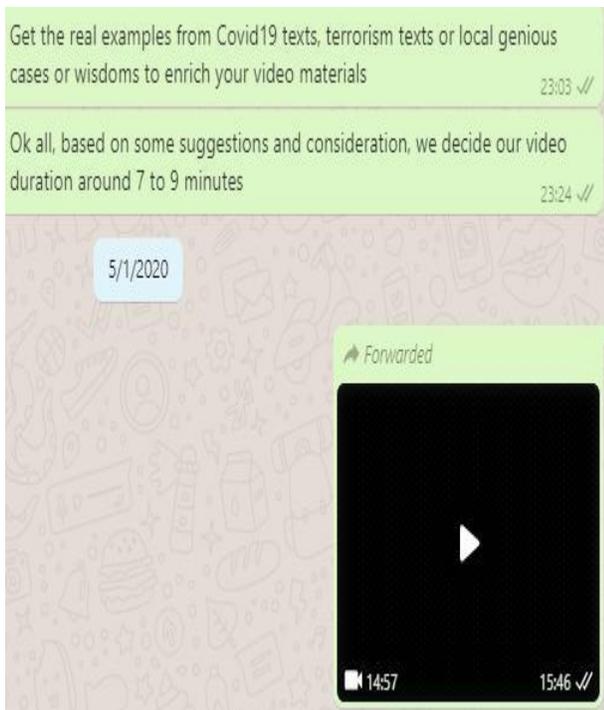


Figure 6 Lecturer’s direction

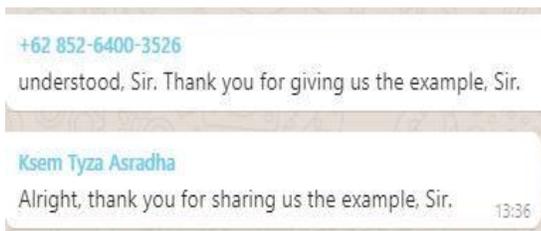


Figure 7 Student’s feedback

3.4 The contact hour participant

1. All of the contact hour participants are obliged to ask questions or respond to the presenters (individually or in a group) minimally 5 (five) times during the online contact hour marking the participant’s presence and score of class activity. The weight of a question is maximally 20 points. When a participant, for example, ask questions 5 (five) time, thus, his/her maximal score $5 \times 20 = 100$ points. For the participant asking questions more than 5 (five) times; thus, the questions to be scored are the five best questions having the highest points
2. The characteristic of a question having a high point is the one carries critical substance and analysis from reliable sources such as to CRITICIZE or to ADD INFORMATION or to ADD EXAMPLE or to DENY and the like.
3. The one asking question(s) should mention or write down his/her name in full either individual or in the group asked while mentioning the name of who asked the question, for instance, “I am Muhammad Angkasa wanting to ask a question(s) to Alana Lovelyanita about ” or “I am Arya wanting to criticize Cynthia about... or I am Muhammad Angkasa would like to add Caca Alisa Flora’s statement on” or I am Caca wishing to add example(s) in the local language in Alisa Flora’s paper about ” and the like.
4. The presenter(s) (either individual or in the group) receiving question(s), criticism, or input have(s) to answer it depends on reliable sources.
5. The contact hour participants asking a question(s) are obliged to re-respond the re-answer brought forward by the presenter (individually/in the group), for instance, “I agree with Alana’s question that or “I do not understand comprehensively Alisa’s answer mainly the aspect of”, and the like.
6. Either question or answer may make use of text or voice messages or may also be with the auxiliary of emoticon of raise hand, thumb, like a marker, and the like. The following model is one of the example texts that use voice messages in a WAG discussion.
7. Use an understandable formal language by all WAG participants while eschewing the universal ethical violating expressions as stated on Information and Electronic Transaction Law (abbreviated as UU ITE in Indonesia).
8. The answers of contact hour participants in a text may be supported by other resources or links from video provided that all rights preserved and academic etiquette are put into account. We work online. We must take precautions against plagiarism. All data might be viral just in a count of a couple of minutes.

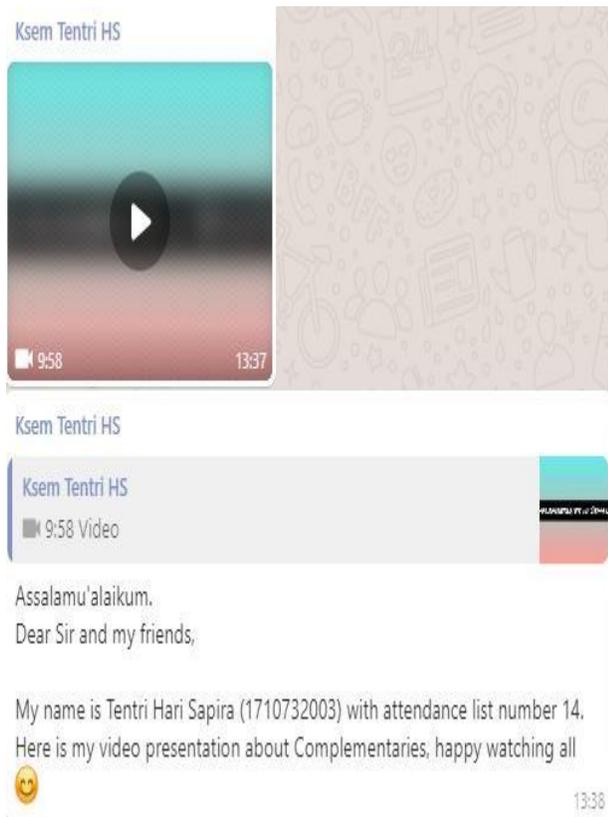


Figure 8 Student's video sharing



Figure 9 Lecturer's video feedback

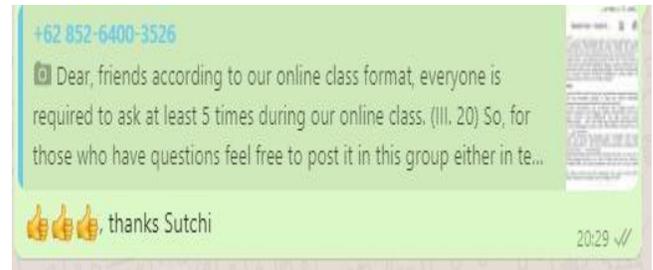


Figure 10 Peer review feedback

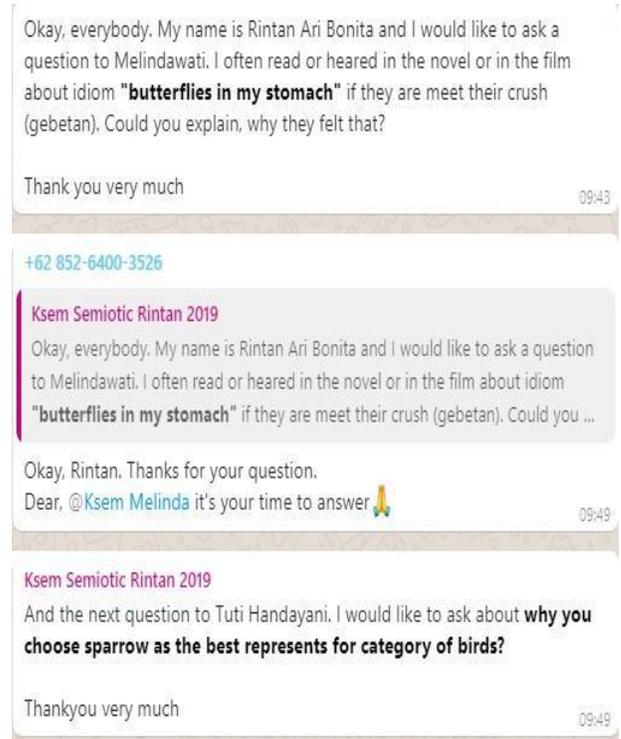


Figure 11 Students' questions

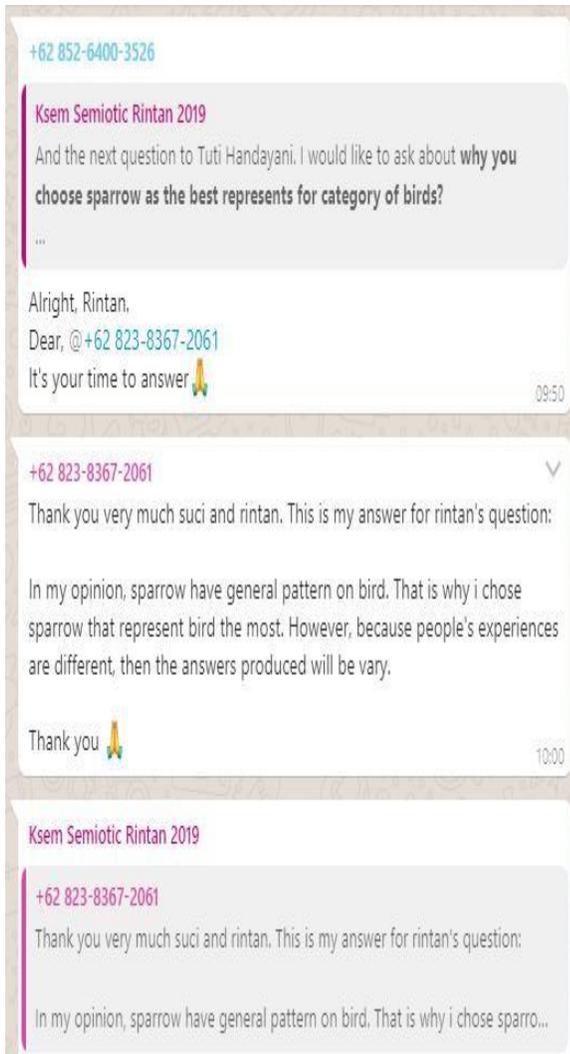


Figure 12 Students' answers

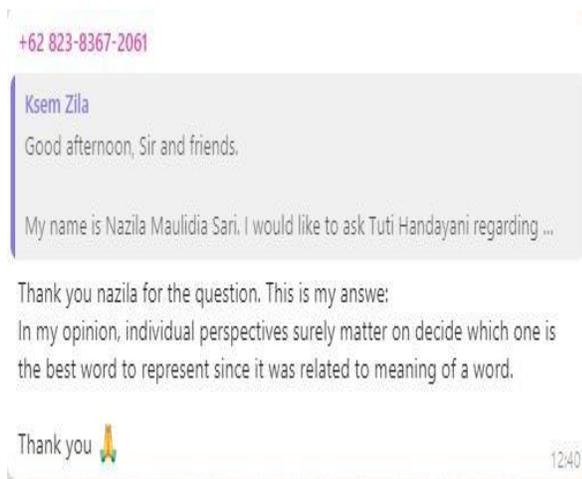


Figure 13 Students' answer

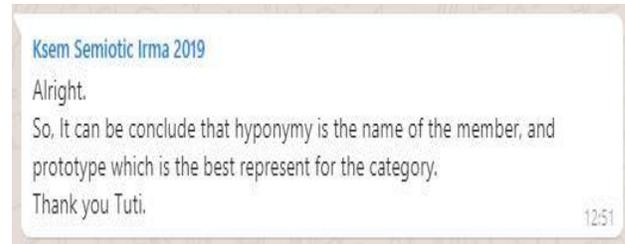


Figure 14 Students' answers



Figure 15 Lecturer reinforcement



Figure 16 Recapitulation of online class

4. CONCLUSION

WhatsApp chats, voices, images, icons, location, and group functionalities can help students learn in an asynchronous blended learning classroom, particularly in linguistics and research classes. Video, audio slides, documents, links of both instruments and software sent to WhatsApp are also a valuable communication tool for the teaching and learning process to support linguistics and research classes. However, some procedures on the previously mentioned should be undertaken after the association between lecturer and class members. It is also suggested that before those procedures are introduced, a course contract, lesson plan, and other additional rubrics such as paper rubrics, slide rubrics, and video rubrics should be socialized to the students.

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