

JFLTL EASY ENGLISH TEACHING IN LEE ONLINE COURSE

by Wenny Pratiwi

Submission date: 25-Sep-2021 08:41AM (UTC-0500)

Submission ID: 1656421532

File name: 1_JFLTL_EASY_ENGLISH_TEACHING_IN_LEE_ONLINE_COURSE.docx (629.14K)

Word count: 6845

Character count: 36290

Journal of Foreign Language Teaching and Learning
E ISSN: 2580-2070, P ISSN: 2527-7650
Volume..., No..., 20...

DOI:

Available online at: <https://journal.umy.ac.id/index.php/FTL/issue/archive/xxx>

Article Submitted:
Date, Month, Year

Article Reviewed:
Date, Month, Year

Article Edited:
Date, Month, Year

Article Accepted:
Date, Month, Year

Easy English Teaching in LEE Online Course

Wenny Pratiwi and Yeny Pratiwi

39
Master of English Education, Postgraduate School, Universitas
Muhammadiyah Surakarta

Wennypratiwi962@gmail.com, yp252@ums.ac.id

Abstract

The Corona Virus Disease (Covid-19) pandemic at the end of 2019 made people study or work from home to prevent the spreading of the Corona Virus. It makes WhatsApp (instant messaging app) gained the greatest number of its users during the pandemic. Learning English Easy (LEE), one of the online courses in Indonesia uses WhatsApp as the main tool in their teaching-learning process. It gained thousand student participants with varied cultural backgrounds during 1 year existed. A high enthusiasm of the participants towards LEE online course makes the writers want to describe its implementation of the teaching-learning process and to inform the students' perception about LEE Online Course as an alternative solution during the pandemic. The data are collected from interviews, students' perceptions, observation, and documentation. The total participant in this research is 397 students and 2 stakeholders of LEE. The technique of data analysis was done using descriptive interpretive of TPACK framework by Mishra and Koehler (2006). Based on the data analysis, the great combination of three elements: technology, pedagogy, and content knowledge which implemented by LEE online course can manage thousands of participants at one time and it gave a great outcome based on the students' perception.

Keywords: WhatsApp; Online Course; Grammar; Pandemic

=====

Introduction

The Corona Virus Disease (Covid-19) pandemic changed people's lives from around the world from the end of 2019 up to the present. Many Governments issued the regulation to study or work from home to prevent the spreading of the Corona Virus, so does Indonesia. The situation forces everyone to count on technology. WhatsApp is the social media application or instant messaging application that has experienced the greatest gains due to Covid-19. Katadata.co.id website explained that amount of WhatsApp users during the pandemic, in March 2020, increase by 40%. It is caused by many schools and offices do the activities through online platforms, especially WhatsApp. As stated by Barhoumi, WhatsApp is an instant messaging which provides several facilities such as allowing the users to exchange images, videos, voice notes, text and they can create a group to discuss the material freely (2015).

One of the online courses uses WhatsApp as the main tool in their teaching-learning process. It is Learning English Easy (LEE). LEE is a course established by Rhizki Amelia, an English lecturer in Universitas Muhammadiyah Surakarta, which gives an additional course for senior high school and college students for free. The meaning course in this paper is an additional hour for study outside the school hours. She was helped by her friend, Aji, who started LEE in May 2020. Until April 2021, there have been 12 batches which had held on different topics and thousands of participants from varieties cities around Indonesia had joined the LEE Online Course.

There have been studies that relate to the object of the study. The study about WhatsApp ³⁸ use in the teaching and learning process is also found in ¹⁰ Susilo's research entitled Exploring Facebook and WhatsApp as Supporting Social Network Applications for English Learning in Higher Education. ⁴⁶ This research aimed to investigate the students' participation in the English online discussion and to investigate the students' feedback from WhatsApp and Facebook platforms. This research involved the students at Open University of Indonesia (Universitas Terbuka). ²⁹ The result of the research showed that Facebook and WhatsApp have the potential to be used as online tutor complements. The potentials come from its pedagogical, social, and technological affordances. Both platforms allowed the users to put up announcements, sharing ideas, resources, and open discussions (2008). The features provided

by WhatsApp also supported the students' pedagogical reconsidering (Conole & Alevizou, 2010).

The effectiveness of WhatsApp as an online platform was also proved by Barhoumi in his research²² entitled The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. This research³⁰ has a purpose to measure the effectiveness of WhatsApp guided by activity theory based on students' knowledge management. These online learning activities happened in a blended learning course. The experimental approach is used as the research method. The experimental class got⁴⁸ 2 hours of learning in class and 1 hour using WhatsApp during the process. Then control class got 3 hours of learning in the class without using WhatsApp. The result of the research showed that interaction between members in WhatsApp indicated it²⁴ is a good tool for online learning when it is used in a blended course strategy with attending face-to-face lecturers (2015).

The interaction inside the WhatsApp group was also supported by Dahdal and Susilawati's research in 2020. In the paper entitled Using WhatsApp Social Media Application for Active Learning, the discussion that happened inside the WhatsApp group is beneficial and effective based on the survey and interview. It can increase the students' motivation to be active in the lecture's topic. The WhatsApp use is examined as²⁵ part of course gradable assignments and weekly pre and post-lecture discussions. The study of Susilawati about²³ Online Learning through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic Covid-19³¹ showed the same result. The use of WhatsApp in online learning claimed to be the most effective in and after Covid-19. It is stated that there is an increase in students' motivation based on the result of a questionnaire (Susilawati & Supriyatno, 2020)

Several previous research results show the success of WhatsApp uses in a teaching-learning process. Yet, they did not show in detail what the material is, the teaching process, and how to use it. This paper creates a significant difference from the previous studies by considering the three aspects of technology, technique, and content. The high enthusiasm of the participants towards the Learning English Easy online course also makes the writers curious. LEE gained a thousand varieties students in every batch from around Indonesia through WhatsApp. The slogan of the LEE Online Course is "Learning English is easy". Therefore, the writers want to describe Easy English teaching-learning especially in the implementation of teaching grammar in the online course of Learning English Easy as an alternative solution during the Covid-19 pandemic through the TPACK framework. To this

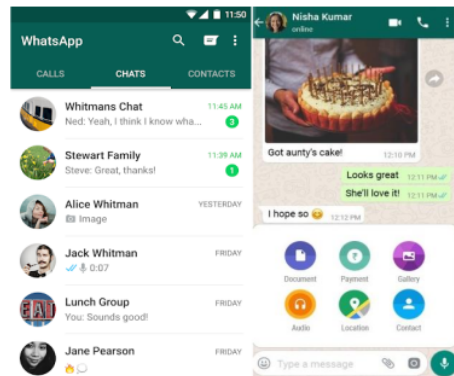
end, the research question of this study is as follows: 1. How is the implementation of the teaching-learning process in the LEE Online Course? 2. What is students' perception about the teaching-learning process in LEE Online Course?

Literature Review

1.1. WhatsApp

Figure 1. WhatsApp Appearance

Source: Play Store



WhatsApp is a free instant messaging application that counts on the internet connection (Robles, 2019). This application is available for Android IOS and other smartphones. It allows the users to share multimedia messages such as texts, photos, videos, documents, voice notes, and even phone calls or video calls. Because it uses the phone's internet connection, when the users send or receive any messages, they do not need to pay for every message or call. This free service is also valid when using it in other countries. WhatsApp is created by Jan Koum and Brian Acton in 2009. Both of them are from Yahoo (Eric, 2012). In December 2020, based on the Play Store information, there are more than 5 billion people who download WhatsApp. The amount of WhatsApp users increases rapidly.

The writer has collected several features and the benefit of its use based on Play Store information and several previous studies. The features are following:

- **Multimedia:** It allows the user to have a conversation through videos, text, images, and audio or voice notes to their friends in groups and contacts (Gon, 2017).
- WhatsApp voice messaging allows the users to instantly communicate with contacts and groups. It can be used to deliver important and time-sensitive information.

- Group Chat: It helps the people in a social network with up to 200 group contacts. So, the students or the teachers can make a group to discuss the material in online learning.
- Unlimited Messages: The user can share any messages on WhatsApp without any limited number. Make sure that the application is connected to internet data or Wi-Fi. So, this feature is free of charge as it consumes the same wifi or internet data that is used for googling.
- Offline Messages: The messages which have been received are automatically saved when the device is not connected to the internet. The users are able to read the messages even in the unsupported area.
- Pinned message and changed Users Name: The users can put the important contacts or messages to be appeared in the upper chat to ease the users in having interaction. The users' names also appeared based on the address book, so the users do not need to remember or rename the contact.
- WhatsApp Web: It allows the users to connect their WhatsApp account to a website that can be accessed through a computer as long as they are connected.

1.2. Grammar

Grammar is the element of a language. It is the formula or rules to arrange the elements of a language into a sentence that has a meaningful element. While Yule defined grammar which is considering the order of the structure of phrases and sentences in a language (2006: 74). Grammar is divided into several types. There are 5 types of grammar that are classified by Cook (2008).

1. Prescriptive grammar: It is a kind of grammar that arranges the technique to explain how should someone say something. This grammar is not describing something which is said by someone.
2. Traditional grammar: It is a system used by schools based on classical language grammar about how utterance or sentence structures are used in language.
3. Structural Grammar: It is a procedure for explaining language preparation from the smaller structures into a larger.

4. **Linguistic/grammatical competence**: It is grammar knowledge by the speaker about the language structure which has a regular. The speaker knows how to use grammar in a language without learning it first, such as native speakers.

5. **EFL grammar**: It is a person from non-native English. English is rarely used in their daily. They know a language's grammar by learning it. It usually combines the type of structural and traditional grammar.

Grammatical competence has a category named part-of-speech. Part-of-speech in Maulana's paper is a grammatical category of a word, such as noun, verb, adverb, adjective, etc. In his paper, part-of-speech tagging is a procedure in applying word class to a sentence that has a meaning in a text. Part of speech is as follows:

A noun is a word-class referred to a person, animal, place, thing, abstract, or idea. The articles such as "a" and "an" are often used before mentioning nouns. Nouns are divided into singular or plural, concrete or concept. It can show possession by adding 's after the noun word. It has many different functions in a sentence. It has a role as a subject, object, and many more.

Then, a pronoun is a word-class which has a function to replace a noun. It is usually used for specific nouns. It is named antecedent. For example, "He is the boy", "He" in the sentence is the pronoun. Furthermore, pronouns are defined by several types: personal pronouns which refer to certain people or things; then to refer to the ownership is possessive pronouns; reflexive pronouns have a function to highlight another noun or pronoun; relative pronouns present a subordinate clause, and demonstrative pronouns refer to or point to nouns.

An adverb is a word-class that modifies or explains a verb, an adjective, or another adverb. It has a role in answers usually the questions of when, where, how, why, and it is often ended by -ly.

A preposition is a word class in which the structure is placed from a phrase before a noun or pronoun in order to modify another word in the sentence. Thus, a preposition always becomes part of a prepositional phrase and the prepositional phrase has a function as an adjective or an adverb.

Conjunction has a function to help words, phrases, or clauses linked. It shows the relationship between every element in the sentence. A conjunction is divided into two, coordinating conjunctions that connect grammatically equal elements, such as: but, and, nor,

or, so, for, yet. Subordinating conjunctions linked clauses that are not equal, such as: although, because, since, while, etc. There are many types of conjunctions.

1.3. Teaching Grammar

There are two common approaches contrasted according to Harmer (2007) in the learning of grammar. They are deductive and inductive approaches. The ease of learners understands the grammar rule also supported by Thornbury statement through a deductive or rule-driven path and inductive or rule-discovery path (Thornbury, 1999).

The deductive approach starts explaining the language based on its rules or its formula the followed by practicing exercises (Allahyar and Ramezanpour, 2011). Students will be asked to make a phrase or sentence about what they have learned. This approach counts on root memorization. The exercise focuses mainly on writing and reading, while the other aspect such as self-expression may be totally ignored. The weakness of this approach is it may cause unwillingness of the students' interest to study English, especially the younger students. Defelice also stated that kind of this approach embeds language learning based on memorizing rules or formulas (DeFelice, 2005).

The opposite of the deductive approach is the inductive approach. In this approach, the students who studied grammar do not start the learning by knowing the formula first, but the students are given several examples of sentences. So, the students have no previous knowledge about the rules. Then, students are asked to find the formula or the pattern of its sentence. The learning process using this approach is almost hidden because the students' attention focuses on the text, not on the grammar (Gleason and Ratner, 2009). The inductive approach asks the students to learn and practice the language but less emphasized the grammar rules. It leads the students to learn language based on its natural context and they unconsciously study grammar. The weakness of this approach is its time taking. The students take a long time to formulate the rules of a sentence or there is a misunderstanding by applying the formula to an example which it does not apply. The students find it difficult to formulate the rule based on the sentence example (Allahyar and Ramezanpour, 2011; Thornbury, 1999). Even though it takes a little bit longer in understanding the formula, it has been found they will get better at remember it and it is memorable by knowing greater meaning because they understand from the root (Thornbury, 1999).

1.4. LEE Online Course

LEE is the abbreviation of Learning English Easy. This is an online course which the meaning course in this paper is an additional hour for study outside the school hours. The teaching-learning process is held through WhatsApp by using its features such as group chat, voice notes, pictures, and many more. Started from May 2020, the total number of participants of this course is more than 25.000 students from around Indonesia. There are 12 batches until April 2021 and it will be continued with different materials in every batch. LEE did not implement any curriculum for their online course. It is a monthly program, one month one batch and it is held around 2 days until 4 days in its batch. The LEE Online Course is initiated by a lecture of Universitas Muhammadiyah Surakarta, Rhizki Amelia, because of the pandemic situation.

1.5. TPACK

TPACK is an extension of characterization of teacher knowledge by Shulman (1986) comprises the elements of pedagogical content knowledge or PCK to explicitly by Mishra and Koehler consider the role of technology knowledge which can contribute to effective teaching.

TPACK framework based on Mishra and Koehler (2006) is following:

- a. Content knowledge (CK) refers to the material learning, such as the subject of knowledge or the target of teaching-learning which the teachers are responsible for it.
- b. Pedagogical knowledge (PK) refers to the teacher's knowledge about varieties techniques, methods, strategies, instructional practices, to deliver the material. It helps the students to reach the target learning.
- c. Technology knowledge (TK) refers to the teacher's knowledge about the tools or the learning system use whether new technology or traditional that can support the teaching-learning process and put together into the curriculum. Bikowski stated that technology gives an impact on language education in the area of skills such as listening, speaking, reading, writing and its competencies such as grammatical, sociolinguistic, discourse, and strategic (2018).

Four elements in the TPACK framework by Mishra and Koehler (2006), show the bond of three components of knowledge interrelate, produce and compel each other as follows:

- Technological Content Knowledge (TCK) refers to the teacher's knowledge of blending the 2 components of TCK to make the mutual relationship between content or material and technology.

- Pedagogical Content Knowledge (PCK) refers to a teacher's knowledge in organizing, presenting, and implementing the problem, topic, or issue to the students' ability. It is in line with the notion of Shulman's (1986).

- Technological Pedagogical Knowledge (TCK) refers to a teacher's knowledge in choosing and operating the technology which relates to the practice of specific pedagogy.

- Technological Pedagogical Content Knowledge (TPACK) refers to the teacher's knowledge about the multiple relations of 3 components among technology, pedagogy, and content that ease teachers to advance the proper strategies in delivering the material to reach the target learning.

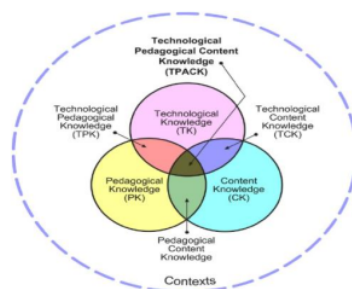


Figure 2 TPACK Diagram

The correlation between the theoretical framework above with this research can be seen that WhatsApp as a subject of technology which used by LEE Online Course in this research. Pedagogical knowledge refers to learning activities by using WhatsApp. It observed the instructor's performance in the teaching-learning process and described the students' perspective of the LEE Online Course during the Covid-19 pandemic. English, specifically grammar material, is Content knowledge of this research that the writers dig information about its implementation.

Methodology

The researcher uses a descriptive interpretive method to present the data. In this method, the researcher is the main point of the research in narrating and visualizing the research result. The data are collected from interviews, students' perceptions, observation, and the documentation to find the answer to the research questions 1. How is the implementation of the teaching-learning process in the LEE Online Course? 2. What is students' perception about the teaching-learning process in LEE Online Course? The interview data are collected by the founder and as the instructor of LEE at a time and 1 IT staff. The data of interview answer

about the TPACK implementation in teaching-learning LEE Online Course. It consists of how the technology is used, how the materials are delivered, and how the material is constructed.

The TPACK implementation in LEE Online Course is also supported by the data from observation and documentation. The observation was done in 2 days on August 25th and 26th 2020 at 07.00 PM. The writer joined 11 WhatsApp groups to synchronize the result of the interview and the reality. The document in screenshot form about the interaction that happened in the group, the voice note while explaining the material, and the picture of Adverb material is used to complete the data and answer the first research question. Those documents are divided into 3 aspects based on the TPACK framework. The documentation is also used to crosscheck the students' perception by copying the students' messages delivered into WhatsApp Group and transferred them in Ms. Word.

Then, the writer collected the students' perceptions about the teaching-learning process in LEE Online Course ⁴³ to answer the second research question. The students' perception was taken by their opinion which was written directly in the WhatsApp group. The questionnaire consist of several questions, they are about the members of the Learning English Easy online course identity and their perception of the LEE teaching-learning process in essay form. The total number of members in LEE Batch 4 is 2.401. But the participants who took a part in answering the question about their perception are 397 students. It is caused by the limited time given by the stakeholder to collect the answer in 30 minutes before the group setting permission changed to Only Admin who can send a message in LEE WhatsApp Group. From the 397 participants, there are 262 students gave a specific opinion and 135 students gave a compliment perception in teaching-learning LEE Batch 4 in general or in a whole process. It is 66% compared to 34% in a total of 397 participants.

The researcher used descriptive interpretive of TPACK framework by ⁴⁰ Mishra and Koehler (2006) as the technique of data analysis. The TPACK framework consists of three elements. They are technology, pedagogical and content knowledge. In analyzing the data, the researcher divided the data into 3 aspects. Every aspect or element of TPACK has its code. The distribution of the data was done in purpose to know the percentage and the specific aspect which gives the biggest contribution of LEE Online Course in implementing the TPACK framework.

Findings

There are four kinds of findings in this research. They are the data collected from interviews, students' perceptions, observation, and documentation. Those data are separated by the writer into 3 aspects referring to the TPACK Framework by Mishra and Koehler. Those data answered the research questions 1. How is the implementation of the teaching-learning process in the LEE Online Course? 2. What is students' perception about the teaching-learning process in LEE Online Course? The writers observed the LEE learning process on the 25th and 26th of August 2020. The topic of learning in LEE Batch 4 is Adverb and Adverb of Frequency. The total number of the participant on that event is 2.401 students. It is divided into 11 WhatsApp Groups which consist of a maximum of 255 members in each group. The writers asked their opinion about the teaching-learning process in LEE Batch 4 through WhatsApp Group. The participants who answered the question are 397 students. 262 students gave a specific opinion and 135 students gave a compliment in teaching-learning LEE Batch 4 in general or in a whole process. The minimum number of participants who answered the question was caused by the length of time given by the instructor and IT staff. The students only had half an hour, 09.20 PM – 09.50 PM on the second day or last day of the event to deliver their opinion through WhatsApp Group.

Technological Knowledge

The interview data are collected by the founder and as the instructor of LEE at a time and 1 IT staff. Based on the interview, the founder informed that this program came from the pandemic situation, that everything is online, then the students got more time to stay at home and had screen time longer. She also said that the background of this program is a voluntary event. Together with her friend, Aji, as an IT staff, they make LEE Online Course for all Indonesian students for free. Even though it is free, there are several requirements to be able to join this class. They used technology to hold this program. First, the people who want to join LEE in every batch must upload the flyer as status in their social media and share it to a minimum of two WhatsApp groups that they have. After that, they need to screen capture the flyer which has been a status in their social media and the evidence of sharing the flyer into their two WhatsApp Groups. The screen captures are delivered to the IT Staff of LEE, Aji, using a format about the members' identity such as name, address, and what class they are. If the members have fulfilled the requirement, the IT Staff will invite them to join the LEE Group. That is what makes LEE reached the students from around Indonesia.

The features of WhatsApp used by the LEE Online Course are WhatsApp Group, WhatsApp Status, Picture, Voice Note (directly or in audio form), Text Messaging and Setting Permission Group Chat. WhatsApp Group is used to collect the member of LEE, it has a function as a class in offline school. WhatsApp Status is used to inform the LEE Program to the broader area and it is used to register to be the members of the LEE Online Course for free. Picture, Voice Note, and Text helped to transfer the material from the instructor to the students. The last is the Setting Permission Group Chat used to control the class.

From 262 data about students' perception in specific opinion about teaching-learning process in LEE, the writers summarized into the diagram below:

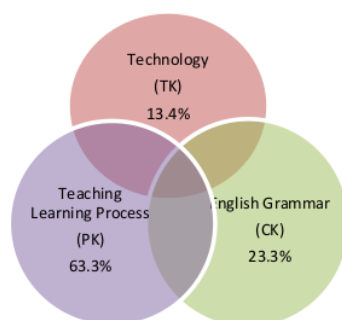


Diagram 1 Result of Students' Perception

Based on diagram 1, there are 35 students, or 13.4% of the total number delivered their opinion about LEE Online Course technology. They said that they enjoy the system of the teaching-learning process in LEE. Putri from Nganjuk, Jawa Timur, one of the participants in LEE Batch 4 said that "Since I joined LEE Batch 4, I easily study English. The explanation is very easy to understand and the situation is not too serious and I can enjoy the study". The teaching-learning process has 2 hours duration. It is started on August, 25th from 07.00 PM – 09.00 PM. The technology is fully used in the LEE Online Course, mainly the WhatsApp features. It combines audio and picture in the process. There are 6 pictures and 13 voice notes in Batch 4. There are 2 material pictures, 1 trial test picture, and 7 voice notes on the first day. Then the second day, there are 2 material pictures, 1 trial test picture, and 6 voice notes which have 1 – 4 minutes duration.

Pedagogical Knowledge

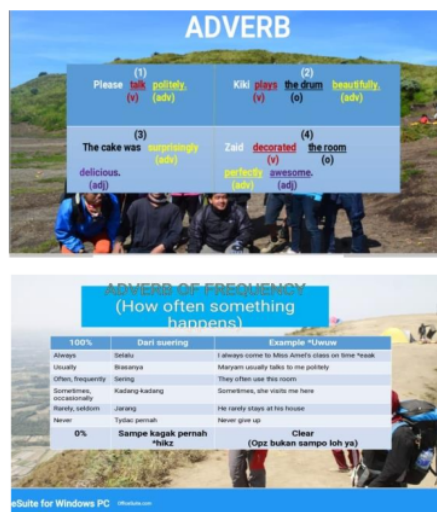
Based on the observation, documentation, and interview. The instructor explained the Adverb material started in 2 ways. On the first day, the Adverb material is explained by showing its structure as what is presented in Figure 3. The picture contains several sentences

and its structure in showing the Adverb form in a sentence. Then the second day is started by presenting the sentence and followed by the structure. In explaining the material, the instructor used mixing languages English, Bahasa, Java, and Slang language. She also gave motivation to her students in the opening and closing of her material. The participant, Zami from Jakarta wrote in WhatsApp Group “The explanation from Miss Amel is understandable and in detail. She also provided the example and voice note which can make us enjoy to study. Miss Amel is one of the English teachers who are careful and wonderful in explaining the material. The English teacher usually looks like a killer but Miss Amel is different.”

Content Knowledge

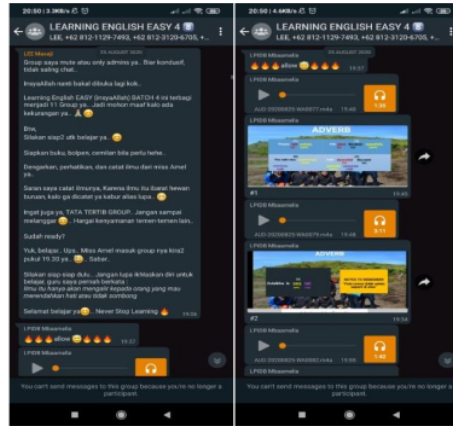
The material in LEE Batch 4 is Adverb. There are only 4 pictures and 2 trial tests for 2 days. The material can be seen below:

Figure 3 Material Content Presented by LEE



Abel from Makasar, Sulawesi Selatan wrote her opinion “My experience studying English in LEE two nights makes me thankful. I can join to this group and I can improve my knowledge about English even though in a short time but it is beneficial to get implemented in our daily life, the material is so satisfying, brief, compact and clear”. Each material is presented only in 2 pictures. The material showed less than 10 sentences in each picture. The first picture is the sentence with the structure, the second picture is the term used in Adverb material. The third picture presented trial test 6 until 8 questions in multiple-choice form. The voice note is the explanation of the picture. The appearance teaching-learning process in LEE Online Course using voice notes and pictures in WhatsApp Group can be seen in the picture below:

Figure 5 Teaching-Learning Process in WhatsApp Group



There are several answers to students' perceptions about the instructor's explanation. Chusa, Purworejo, Jawa Tengah, "The explanation can be understood and it is not boring. I can more understand the use of Adverb". Another response from Fatim, Sukoharjo, Jawa Tengah, "The topic is so beneficial, and I got the motivation to not lazy in studying English because studying English is fun and so easy to understand".

The specific students' perceptions have been separated by the writer into 3 categories based on the TPACK Framework by Mishra and Koehler (2006) in order to know the percentage or the proportion of TPACK implementation in LEE Online Corse. The total number of students who emphasized in one point can be seen in the table below:

| TPACK Element | The Point | Total Students |
|-----------------------------|---|----------------|
| Technological Knowled Ge | The trial test presented in the picture | 3 |
| | The great use of voice notes and pictures | 11 |
| | The learning system through WhatsApp | 21 |
| Pedagogical Knowledge | Clear explanation by the instructor | 103 |
| | The teaching method is not boring | 20 |
| | Giving motivation in learning English | 23 |
| | The teaching method is interesting | 17 |
| | The great instructor's pronunciation | 3 |
| Content Knowledge | The material design easy to understand | 61 |

Table 1. The Result of Students' Perception

Discussions

LEE is the abbreviation of Learning English Easy. This is an online course which the meaning course in this paper is an additional hour for study outside the school hours. The teaching-learning process is held through WhatsApp by using its features such as group chat, voice notes, pictures, and many more. Started from May 2020, the total number of participants in this course is more than 25.000 students from around Indonesia. There are 12 batches until April 2021 and it will be continued with different materials in every batch. It is a monthly program, one month one batch and it is held around 2 days until 4 days.

Technological Knowledge

Based on diagram 1, there are 35 students, or 13.4% of the total number delivered their opinion about LEE Online Course technology. The word of enjoying in that statement refers to the learning system in LEE which uses WhatsApp as the main tool. The learning system in LEE was held for 2 days only. The students enjoyed the class because of its duration and they can study in a relaxed time at home. The class is started by introducing the topic and there is a setting in WhatsApp Group that cannot allow the members to send messages into groups, in which admin who can do it. It made the class is under control and very conducive because of the possibility of members sending any messages while the teaching-learning process is blocked. As stated by Archambault that Technology Knowledge in education means integrating technology into their instruction to the students and the teacher's experience (2010). The feature of message permission in the WhatsApp Group provided by WhatsApp helps the teachers to optimize the time using the technology. The teacher's knowledge about how to use it is bloody needed in order to make it helpful in teaching -earning process. In line with it, its presence starting to take place in education (Cetinkaya, 2017)

Not only the setting feature which can engage the teaching-learning process but also the features of voice notes and pictures in WhatsApp. Based on the WhatsApp Application description on the Play Store, the Voice Note feature or WhatsApp voice messaging allows the users to instantly communicate with contacts and groups. People can use it to deliver important and time-sensitive information. As such, all voice messages are downloaded automatically. It can be used in two ways. It is directly recorded by press the mic button as long as the user speaks or using a recorder application from a handphone to record the material and send it to Group. The duration of Voice Note can reach for two hours directly recorded. In LEE teaching-learning process, the instructor used pictures and voice notes in explaining the

material. The voice note and picture features provided by WhatsApp helped the instructor to handle 11 groups at one time. The instructor just needs 1 picture and 1 voice note and it was delivered into 11 WhatsApp groups. By looking at the material which is presented in pictures and ³⁷at the same time the students played the voice note, it makes the students got feeling like studying in offline class. The pictures are not only used to explain the material but also for a trial test. Three (3) students gave a positive opinion about the trial test presented in a picture and they are asked to self-correction their work by listening to the instructor's voice note.

There are 23.3% of students or 61 students who agreed to claim that the material given by the instructor is easy to understand. Simple visuals or pictures are given by the instructor succeed in making the students think simply and easily. Thus, they said that the material is so brief and clear even though the explanation can reach more than 30 minutes. The language use in this picture is also in Multilanguage. There are in Bahasa, English, and some popular words from any language.

Pedagogical Knowledge

The biggest data from the students' perspective come from the way the instructor explains the material. There are 63.3 % or 166 students showed that they are satisfied with the instructor's performance in explaining the material. Based on the observation, documentation, and interview, the instructor in LEE Batch 4 using a mixing approach. There are two common approaches contrasted ³according to Harmer (2007) in the learning of grammar. They are deductive and inductive approaches. The instructor is explaining Adverb started explaining the language based on its rules or its formula. It can be seen in picture 2 which the instructor giving the example and the rules of where adverb should be and how is the form it in 6 ways. Then followed by practicing exercises or trial tests in the end (Allahyar and Ramezanpour, 2011). Students will be asked to make a phrase or sentence about what they have learned. This approach counts on root memorization.

On the second day, the instructor used the opposite of the deductive approach, which is the inductive approach. In this approach, the students who studied grammar do not start the learning by knowing the formula first, but the students are given several examples of sentences. Because the material still correlates then the instructor gave a full sentence and the students are asked to find the formula or the pattern of its sentence. The learning process using this approach is almost hidden because the students' attention focuses on the text, ²not on the ²grammar (Gleason and Ratner, 2009). The inductive approach asks the students to learn and

practice the language but less emphasized the grammar rules. It leads the students to learn language based on its natural context and they unconsciously study grammar. Actually, the weakness of this approach is in time taking (Allahyar and Ramezanpour, 2011: 240-243; Thornbury, 1999). But, as what the writers said before that the material relates to each other, then it did not cost any time because they have previous knowledge background from the first night in LEE Batch 4. It is believed that the inductive approach can be remembered better and it has greater meaning because they understand from the root (Thornbury, 1999).

The students' perception showed the great performance of the instructor which used a mixing approach in explaining the topic. The language used by the instructor was also attractive and full of energy combining Bahasa and English while explaining the material. That makes the students enjoy and enthusiast because they feel the interactive teaching-learning process. The motivation combining the use of WhatsApp increases the students' confidence (Salem M. Alqahtani et al., 2018). The instructor also reminds the students to feel okay when making mistakes in English. The motivation which always comes from her is "From zero to be hero, from nothing to be something". Many students got more motivation to study English.

Content Knowledge

The materials are being delivered by the instructor in the WhatsApp Group also understood well by the students. It is showed on their trial result test at the end of the teaching-learning process. The IT Staff, Aji, firstly told about the rules in the teaching-learning process and then the Instructor, Amel, came in using various ways such as text including the emoticon, pictures, voice notes, and stickers. The point plus of using those features is they can be played, viewed, and learned many times, freely, as the students want and no limit time. It is automatically in the members' gallery, which can cause storage limitation but needs less signal or data usage in downloading them comparing to the other application. Last, the combination of TPACK helps the students understand the material and the biggest contribution of its success comes from the instructor's pedagogical knowledge. This result was supported by the research of TPACK in faculty development training on teaching which showed the improvements in their teaching effectiveness (Brinkley-Etzkorn, 2018).

Conclusion and Implication

LEE Online Course Batch 4 represents the three elements of the TPACK framework by Mishra and Koehler in their teaching-learning process. The result of observation, documentation, interview, and questionnaire in LEE Online Course Batch 4 on August 2020,

LEE used WhatsApp as the main tool in their online course. The technology knowledge is well-known by the principles. It helps in the arrangement of the material and also the way the instructor explaining the material. The content knowledge combined with the technology knowledge and pedagogical knowledge makes the students enjoy the class and give a good outcome based on their trial test result and their opinion. The great thing of combining the three elements of TPACK in the LEE Online Course can manage thousands of participants in one time and it gave satisfying responses which are bloody significant for education in this pandemic situation which we can count on everything online.

References

- [1] Allahyar, N., and Ramezanpour, S. (2011). No Extreme any More, Strike a Balance. *Asian Social Science*, 7(5), 240–243.
- [2] Archambault, L. M., & Barnett, J. H. (2010). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. *Computers and Education*, 55(4), 1656–1662. <https://doi.org/10.1016/j.compedu.2010.07.009>.
- [3] Barhoumi, C. (2015). The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. *Contemporary Educational Technology*, 6(3), 221–238. <https://doi.org/10.30935/cedtech/6151>.
- [4] Bikowski, D. (2018). Technology for Teaching Grammar. *The TESOL Encyclopedia of English Language Teaching*, July, 1–7. <https://doi.org/10.1002/9781118784235.eelt0441>
- [5] Brinkley-Etzkorn, K. E. (2018). Learning to teach online: Measuring the influence of faculty development training on teaching effectiveness through a TPACK lens. *Internet and Higher Education*, 38(November 2016), 28–35. <https://doi.org/10.1016/j.iheduc.2018.04.004>
- [6] Cetinkaya, L. (2017). The impact of WhatsApp use on success in the education process. *International Review of Research in Open and Distance Learning*, 18(7), 59–74. <https://doi.org/10.19173/irrodl.v18i7.3279>
- [7] Conole, G., & Alevizou, P. (2010). A literature review of the use of Web 2.0 tools in Higher Education. A report commissioned by the Higher Education Academy.
- [8] Cook, V. (2008). Second language learning and teaching. London: Hodder Education.
- [9] Dahdal, S. (2020). Using the WhatsApp Social Media Application for Active Learning. *Journal of Educational Technology Systems*, 49(2), 239–249. <https://doi.org/10.1177/0047239520928307>.
- [10] DeFelice, B. (2005). Well-dressed English. *English Teaching professional*, 49–51.

- [11] ¹⁰ Eric, Jackson. (2012). Why Selling WhatsApp To Facebook Would Be The Biggest Mistake of Jan Koum's and Brian Acton's Lives. Forbes.
- [12] ² Gleason, J.B., and Ratner, N.B. (2009). The Development of Language. 7th edition. Boston: Allyn and Bacon.
- [13] ¹³ Gon, Sonia., & Rawekar, Alka. (2017). Effectivity of E-Learning through WhatsApp as a Teaching-Learning Tool. *MVP Journal of Medical Sciences*, 4(1), 19–25.
<https://doi.org/10.18311/mvpjms/2017/v4i1/8454>
- [14] ⁹ Harmer, J. (2007). How to teach English. London: Pearson Education Limited.
- [15] ⁶ Maulana, Aditya., & Romadhony, Ade. (2020). Domain Adaptation for Part-of-Speech Tagging of Indonesian Text Using Affix Information. *Procedia Computer Science*, ³⁵ 179, 640-647.
<http://doi.org/10.1016/j.procs.2021.01.050>
- [16] ¹⁹ Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108 (6), 1017–1054
- [17] ³ Robles, H., Guerrero, J., Llinás, H., & Montero, P. (2019). Online teacher-students interactions using Whatsapp in a law course. *Journal of Information Technology Education: Research*, ⁸ 18, 231–252. <https://doi.org/10.28945/4321>
- [18] ⁴ Salem M. Alqahtani, M., Bhaskar, C. V., Vadakalur Elumalai, K., & Abumelha, M. (2018). WhatsApp: An Online Platform for University-Level English Language Education. *Arab World English Journal*, 9(4), 108–121. <https://doi.org/10.24093/awej/vol9no4.7>
- [19] ¹⁷ Shulman, L. E. (1986). Those who understand: Knowledge growth in teaching. *Educational Research*, 15 (2), 4–14.
- [20] ¹⁸ Susilawati, S., & Supriyatno, T. (2020). Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID -19. *Jurnal Pendidikan*, 5, 852–859.
- [21] ²⁷ Susilo, A. (2008). Exploring Facebook and Whatsapp As Supporting Social Network Applications For English Learning In Higher Education. *PDE Professional Development in Education Conference Teaching and Learning in the 21st Century*, 10–24.
- [22] Thornbury, Scott. (1999). How to Teach Grammar. London: Longman.
- [23] Yule, G. (2006). *The study of a language*. New York : Cambridge University Press.

JFLTL EASY ENGLISH TEACHING IN LEE ONLINE COURSE

ORIGINALITY REPORT

17%

SIMILARITY INDEX

15%

INTERNET SOURCES

10%

PUBLICATIONS

11%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|--|----|
| 1 | wexelman.wordpress.com Internet Source | 2% |
| 2 | iises.net Internet Source | 1% |
| 3 | www.sciedu.ca Internet Source | 1% |
| 4 | link.springer.com Internet Source | 1% |
| 5 | faq.whatsapp.com Internet Source | 1% |
| 6 | Aditya Maulana, Ade Romadhony. "Domain Adaptation for Part-of-Speech Tagging of Indonesian Text Using Affix Information", Procedia Computer Science, 2021 Publication | 1% |
| 7 | cendekia.soloclcs.org Internet Source | 1% |
| 8 | ojs.staialfurqan.ac.id Internet Source | 1% |

| | | |
|----|---|------|
| 9 | repository.ar-raniry.ac.id Internet Source | 1 % |
| 10 | repository.upi.edu Internet Source | 1 % |
| 11 | e-journal.unipma.ac.id Internet Source | <1 % |
| 12 | ejournal.iainkendari.ac.id Internet Source | <1 % |
| 13 | globaledunet.org Internet Source | <1 % |
| 14 | Submitted to Liberty University Student Paper | <1 % |
| 15 | www.emeraldinsight.com Internet Source | <1 % |
| 16 | ejournal.unp.ac.id Internet Source | <1 % |
| 17 | iopscience.iop.org Internet Source | <1 % |
| 18 | www.i-scholar.in Internet Source | <1 % |
| 19 | imanagerpublications.com Internet Source | <1 % |
| 20 | journal.umsida.ac.id Internet Source | <1 % |

| | | |
|----|--|------|
| 21 | Submitted to Vaal University of Technology Student Paper | <1 % |
| 22 | Submitted to University of Central England in Birmingham Student Paper | <1 % |
| 23 | jurnal.unissula.ac.id Internet Source | <1 % |
| 24 | Submitted to Universiti Teknologi MARA Student Paper | <1 % |
| 25 | Thomas T. Liao. "Editorial Overview", Journal of Educational Technology Systems, 2020 Publication | <1 % |
| 26 | Submitted to University of Newcastle upon Tyne Student Paper | <1 % |
| 27 | www.oijrj.org Internet Source | <1 % |
| 28 | Ahmad, A. Suleiman. "STUDENTS' ATTITUDE TOWARDS USING WHATSAPP FOR EDUCATIONAL ACTIVITIES AT FEDERAL UNIVERSITY DUTSIN-MA, KATSINA STATE, NIGERIA", FUDMA JOURNAL OF SCIENCES, 2020 Publication | <1 % |
| 29 | Submitted to Monash University Sunway Campus Malaysia Sdn Bhd Student Paper | <1 % |

| | | |
|----|--|------|
| 30 | www.science-gate.com Internet Source | <1 % |
| 31 | eujournal.org Internet Source | <1 % |
| 32 | cibg.org.au Internet Source | <1 % |
| 33 | journals.mindamas.com Internet Source | <1 % |
| 34 | www.ascilite.org Internet Source | <1 % |
| 35 | Submitted to University of Central Florida Student Paper | <1 % |
| 36 | www.ifets.info Internet Source | <1 % |
| 37 | Aaron Doering, George Veletsianos. "An Investigation of the Use of Real-Time, Authentic Geospatial Data in the K-12 Classroom", Journal of Geography, 2008 Publication | <1 % |
| 38 | Agus Husein As Sabiq, Muhammad Ikhsanul Fahmi. "Mediating Quizzes as Assessment Tool through WhatsApp Auto-response in ELT Online Class", Langkawi: Journal of The Association for Arabic and English, 2020 Publication | <1 % |

| | | |
|----|---|------|
| 39 | Eka Mareta Suharyanti, Endang Fauziati. "WRITTEN CORRECTIVE FEEDBACK ON EFL STUDENTS AT AN ISLAMIC JUNIOR HIGH SCHOOL", JOALL (Journal of Applied Linguistics & Literature), 2020 Publication | <1 % |
| 40 | Jérémy Castéra, Claire Coiffard Marre, Margaret Chan Kit Yok, Kezang Sherab et al. "Self-reported TPACK of teacher educators across six countries in Asia and Europe", Education and Information Technologies, 2020 Publication | <1 % |
| 41 | acec2014.acce.edu.au Internet Source | <1 % |
| 42 | ajet.org.au Internet Source | <1 % |
| 43 | ejournal.unib.ac.id Internet Source | <1 % |
| 44 | lib.dr.iastate.edu Internet Source | <1 % |
| 45 | moam.info Internet Source | <1 % |
| 46 | repository.ut.ac.id Internet Source | <1 % |

47

Internet Source

<1 %

48

www.cedtech.net

Internet Source

<1 %

49

www.egyankosh.ac.in

Internet Source

<1 %

50

www.slideshare.net

Internet Source

<1 %

51

Suadi Suadi. "STUDENTS' PERCEPTIONS OF THE USE OF ZOOM AND WHATSAPP IN ELT AMIDST COVID19 PANDEMIC", SALEE: Study of Applied Linguistics and English Education, 2021

Publication

<1 %

52

Graham, C.R.. "Theoretical considerations for understanding technological pedagogical content knowledge (TPACK)", Computers & Education, 201111

Publication

<1 %

53

Kabakci Yurdakul, I., and A. N. Coklar. "Modeling preservice teachers' TPACK competencies based on ICT usage : Modeling preservice teachers' TPACK competencies", Journal of Computer Assisted Learning, 2014.

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off