CHAPTER I

Introduction

This chapter explains why this research was conducted. This chapter explains some of the information required as the rationale for this research topic. This chapter provides some of the information. It starts from the research background, the problem statement, the problem delimitation, the research question, the research objectives, and the significance of this research. Finally, the organization of the chapter is explained as the final part of the chapter.

Background of the Research

In 2020, there was a pandemic in the world due to the Coronavirus disease (COVID-19) outbreak. The COVID-19 pandemic spreads in all countries around the world. The pandemic COVID-19 has a dangerous risk such as causing people's death. People in the world prevent the dangerous risk by implementing a new lifestyle, such as keeping their distance from each other and staying at home. Unfortunately, people's routine activities need to be continuously carried out, such as working in an office and studying at school. Therefore, people have to change their activities from conventional to online ways, including the teaching and learning process.

One of the educational solutions during the pandemic is to change the face-to-face learning system to online learning. Several points must be considered when conducting online learning, namely internet connections, technological devices, and knowledge related to Information and Communication Technology (ICT). Online

learning also requires online classrooms such as Learning Management Systems, applications, websites, and others. Therefore, learning could be conducted via an online mode without face-to-face meetings.

There are many applications, websites, and platforms that can be created to facilitate online learning as a learning medium. One of the applications or websites that supports online learning is LMS (Learning Management System). According to Krouska et al. (2017), Learning Management System (LMS) is a technological innovation in creating web-based platforms for developing integrated web applications. Usually, online learning can be conducted using LMS because LMS helps to learn to be more organized, such as managing for providing material and providing quizzes or similar exercises that are deliberately designed for learning (Dagger et al., 2007, as cited in Alshammari et al., 2016). Therefore, the online learning platform makes learning conducted effectively.

However, fully online learning in the pandemic period is quite challenging because it requires an understanding of technology for teachers and students in an emergency. Many schools are not ready to face fully online learning because of several problems such as limited knowledge of ICT while using an LMS or e-learning and limited online learning tools (Almaiah et al., 2020; Giatman et al., 2020; Rasmitadila et al., 2020). Therefore, not all teachers use LMS-based learning platforms or online learning applications in the teaching and learning process.

The COVID-19 pandemic has impacted teachers to conduct online learning without sufficient planning and preparation. While Mohmmed et al. (2020) mention that "the online courses are initially planned and designed to be delivered virtually" (p. 3), meaning that the online learning should have been planned well before teaching, in contrast, the online learning activities which have no well-preparation is called Emergency Remote Teaching (ERT) (Chuck et al., 2020; Golden, 2020, as cited in Bozkurt & Sharma, 2020). The basic purpose of ERT is aimed to conduct full online learning as students' learning alternatives that can be accessed temporarily in an emergency such as during disasters or COVID-19. Despite ERT having minimum preparation from teachers, it aims to support students to keep learning and be able to continue learning. In conducting ERT, teachers still need learning facilities such as mobile phones, laptops or notebooks, and internet access. In this case, the best learning platform during the pandemic era is utilizing students' common belongings such as cellphones and laptops and using the easily accessible application.

One of the important things to be considered in ERT is the selection of the learning platform which can help students to access the materials in which the teacher's role is a facilitator of student learning. The teacher will choose the easy and familiar applications, websites, and online learning platforms because they will be more accessible for learning materials. Therefore, some tutors in secondary school choose WhatsApp to deliver the learning material as a learning tool in fully online learning.

The use of WhatsApp is quite familiar in Indonesian society. There are around 84% of WhatsApp users (Nadzira et al., 2020). WhatsApp is a communication application that has features to make it easier for people to communicate. WhatsApp features include sending text messages, sending voice notes, sending pictures, sending files, sending video, voice calls, and video calls. In addition, WhatsApp has a feature in creating groups that make it easy for various people to communicate remotely (Saha et al., 2019). Therefore, English tutors in one of secondary school in Yogyakarta use WhatsApp as a communication application to each others.

WhatsApp is used in online learning because WhatsApp is widely used among students. The use of WhatsApp in online learning provides many activities such as online discussion. It involves collaborative and cooperative activity (Rahaded et al., 2020). In addition, the use of WhatsApp in online learning is flexible, easy to communicate, easy to access material in various types of files, supporting in language learning, and others. This illustrates that the use of WhatsApp in online learning does not require heavy and difficult preparation. Therefore, WhatsApp is suitable for the ERT learning platform, even though WhatsApp has problems, such as cellphone storage space. Moreover, English tutors and the students in one of secondary school in Yogyakarta use WhatsApp as an ERT tool.

Based on the background above, the researcher is interested in researching the use of WhatsApp as an ERT tool in English language learning. The researcher is interested in the WhatsApp application because it is familiar among students. The use

of WhatsApp in learning is effective because the WhatsApp features make it the students and teachers easier to interact in the learning process. Moreover, preparation for online learning is easy, fast, practical, and saves data.

Identification of the Problem

In the pandemic period, teaching and learning should be conducted fully online. There are some problems related to learning activities such as ineffective learning activities and unstructured learning design, because these problems are happened in one of secondary school in Yogyakarta. In that school, the researcher investigated the tutors. In addition, there are some points to be considered to conduct fully online learning. They are the limited knowledge of ICT between students and tutors and the limited support of learning devices. While online learning is not prepared well, it is called Emergency Remote Learning (ERT). One tool that can be used in ERT is the WhatsApp application which is regarded as affordable and effective for the teaching and learning process. However, preliminary research has revealed that the WhatsApp application is used to give merely assignments to students. In addition, tutors may not fully use the features in the WhatsApp application optimally. Therefore, it is interesting to investigate activities used in the WhatsApp application by the tutors, and how these activities are used to support students' learning.

Delimitation of the Problem

This research is focused on two main problems; how the tutors use WhatsApp as the ERT instrument and WhatsApp support in English learning. It shows how tutors maximize the purpose of WhatsApp features in teaching and learning English. It also shows WhatsApp support in English learning. Thus, it discusses how tutors implement WhatsApp and how it can support student learning according to the purpose of ERT, especially in teaching and learning English.

Research Question

This research consists of two research questions, namely:

1. What are advantages of using WhatsApp in ERT as perceived by the tutors?

2. What are the English learning activities used by the tutors using WhatsApp as an ERT tool?

Objective of the Research

The objectives of the study are as follows:

1. To investigate the advantages of using WhatsApp in ERT as perceived by the tutors.

2. To find out any English learning activities used by the tutors in using WhatsApp as an ERT tool.

Significance of the Research

This research provides benefits to the following parties:

Teachers/tutors. This study discusses the use of WhatsApp as an ERT tool in English language learning. This study provides references to the advantages of the use of WhatsApp as an ERT tool that supports the students' learning. This study provides benefits to teachers regarding English learning activities on WhatsApp. This study is a reference for teachers regarding what activities can be applied in the use of WhatsApp for English learning. Therefore, teachers can use this study as a reference to use the learning activities. The other teachers also can try to use WhatsApp because WhatsApp has advantages in the teaching and learning process.

Students. This research provides benefits for students. This research provides information about the implementation of online learning using WhatsApp as an ERT tool to support the students' learning. It is also regarding learning activities applied. This information becomes a reference for teachers to implement various English learning activities in the use of WhatsApp. Therefore, Students can be more interested in learning when teachers use WhatsApp in learning. Students can also try to use WhatsApp to learn in groups and independently.

The school. Most of the schools conducted fully online learning. The other name is ERT. This research presents the use of WhatsApp as an ERT tool in English language learning. It focuses on WhatsApp as an ERT tool that supports the students' learning and the activities implemented in English learning. Thus, the schools obtain

good platform references for learning English, especially during a pandemic and emergency situation. Therefore, the schools can use Whatsapp as an alternative media in times of emergency.

Further researchers. This research is a source of reference for other researchers. The research provides information on how WhatsApp as an ERT tool supports the students' learning. This research also provides information about online learning during a pandemic, especially towards the English learning activities in the use of WhatsApp during a pandemic. Therefore, this study is a source of information for other researchers discussing the same theme.

Organization of the Chapter

This research is structured by providing several chapters as follows:

Chapter one. This chapter presents the introduction of the research. It discusses the background of the research regarding the use of WhatsApp as an ERT tool as the topic research. It also provides the statement and the delimitation of the problem that related to this research topic. Furthermore, this chapter formulates the research question and the research objectives that determine the discussion of this research. In addition, this chapter includes the significance of the research. Thus, this chapter describes the organization of the research that directs the discussion of each chapter of this research.

Chapter two. This chapter reviews previous research related to this research, namely the use of WhatsApp as an ERT tool in learning English. The discussion of this chapter is determined by the research question that was formulated in the previous chapter. Thus, the literature review in this chapter refers to WhatsApp support and activities that are carried out in teaching and learning English students during the pandemic. Thus, the discussion of this chapter is the main reference for researching the topic of using WhatsApp as an ERT tool.

Chapter three. This chapter describes the methodology of the research. It states the research design that the researcher employs. Next, it states the place and time that is conducted the research. Afterward, it states the particular group of people that is going to be the target participant of the research by adjusting the criteria. Furthermore, it describes the data gathering, data collection procedure, and data analysis that the researcher employs.

Chapter four. This chapter discusses the results of data collection. It describes how the data is collected and how it is processed. Thus, the data is analyzed as a result of the research. The results of the data analysis are discussed in this chapter as a result of this research. Moreover, the discussion is discussed in detail and sequentially.

Chapter five. This chapter discusses the conclusions from the research results. This conclusion is the result that can be drawn from this research. In addition, this chapter mentions several points that can be implemented by several parties. They

are tutors in facilitating students the learning during a pandemic. Next is the student

in implementing the learning by using WhatsApp as an ERT tool.