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Using WhatsApp Group in the Online English Learning Process at University During the Covid-19 Pandemic

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ABSTRACT

There are many benefits to using WhatsApp as a medium for distance learning, including the fact that it excites students about learning even from a distance and encourages concentration when using groups. However, in this current study, the usefulness of WhatsApp Groups in online learning during the Covid-19 pandemic of the English education study program at Baturaja University is investigated. The present writers utilized data gathered using a questionnaire and a Google Form as a bridge program. The results revealed that the benefits of WhatsApp media in the pandemic-related teaching and learning process WhatsApp makes it simple to send assignments, whether in the form of direct comments (chat groups), images, videos, PPTs, or other soft files, and features of. Moreover, the students enjoy learning activities. Out of all the replies respondents gave, most indicated that they would answer with the majority of statements they believed to be true for each item. This claims that during the COVID-19 Pandemic, using WhatsApp or creating WhatsApp Groups was incredibly helpful for their online learning process. The study's findings revealed that most participants thought that WhatsApp Groups are an effective medium.

Keywords: *WhatsApp Group, English Learning Process, Covid-19 Pandemic, University*

INTRODUCTION

Since the Corona Virus Disease in 2019, education in Indonesia has transitioned to a distance learning system (online learning method) (Covid-19). The virus has spread to every continent and is still a topic of discussion. Numerous issues have developed since the coronavirus outbreak began. The influence of the Covid-19 virus on the educational system necessitates that teachers and students be able to adapt to changes that occur quickly. Therefore,

online learning is a way of learning that involves using a hand phone or laptop connected to the internet. The original face-to-face classroom-based learning system must be compatible with system-integrated online learning (online learning system). At first, the government imposed social limitations or a policy of social distance that was carried out for two weeks in Indonesia. The social distance policy, which was put in place by the government, can stop the Covid-19 virus from spreading (Udem et al., 2020). An excellent online learning instructor allows for the negotiation of activities or even content to meet individual learning goals. Despite this freedom, there is always a need to encourage, direct, and facilitate learning. These duties involve creating a set of. These duties include creating a series of learning activities promoting individual learning and community building, extensively investigating the subject matter, offering regular and varied formative assessment opportunities, and addressing typical and specific student needs and ambitions (Van Der Merwe, 2012).

Utilizing online learning platforms like Google Classroom, Google Meet, Edmodo, Facebook, Instagram, WhatsApp, and other media, many schools and higher education institutions use technology as an intermediary between teachers and students. Almost every element of modern life now includes technology (Indriani & Widiastuti, 2021). However, almost all human endeavours involve the use of basic and advanced technology. According to its very nature, technology is created to make the activities of human existence easier. Technology, particularly information technology, significantly impacts how people absorb new information and gain knowledge. Information technology can be a teaching tool if created and built with the audience's information and knowledge needs (Hitchens & Tulloch, 2018).

Information technology must be used in education in the day-to-day Learning System in today's highly developed globalized period. The current COVID-19 pandemic has made operating the Learning System very difficult. It is not easy to implement the learning model itself in higher education. Although the Learning System must still be implemented in an increasingly sophisticated and quickly evolving environment, as it is at the moment, many members of the teaching staff have investigated their capacity to improve existing technology through various trainings (Redjeki & Hapsari, 2022). University teaching staff must deliver the best instruction possible to complement the online learning system. However, because not all students can use the required media features, it must also consider the needs and health of the pupils. The most fundamental component is the pricey data package necessary for the deployment of online learning. Teachers must be astute in analyzing the current situation and motivating students in light of this. Parents can help their children study at home. Students should receive a proper positive and constructive education, even at home. Learning at home can be done using highly complex digital innovations by learning how to use the internet without meeting teachers and friends in person (Hoy & Tarter, 2004). Mobile-based educational technology is available and has the potential to greatly assist educators in sharing information and knowledge with students via cell phones (Novarita, 2019).

One of the apps frequently utilized in the online learning process during the epidemic is the WhatsApp app. It also claims that WhatsApp is an application that can be utilized as a substitute for traditional classroom instruction between teachers and students (Chaputula et al., 2020). Since face-to-face instruction is not permitted in schools, educators must find innovative ways to teach students remotely or online (Muthoharoh & Sakti, 2021). Colleges are preparing for COVID-19 as they implement online education. The features of the internet network can be used to leverage technology for online distance learning. Technology enables instructors and students to provide lectures even in distant locations (Hitchens & Tulloch, 2018). Since March 2020, the English study program at Baturaja University's College of teacher training and Education has used an online learning approach, requiring students to use technology to

study from home. Numerous programs, including WhatsApp, Google Classroom, Google Meet, Edmodo, Zoom, and others, are advised to mediate between instructors and students. Currently, blended learning, a technique that combines online and in-person learning, is used in the English study program at Baturaja University. A complete face-to-face system will be implemented starting the 2022 academic year.

The degree to which an action accomplishes its intended goal or function is measured by its effectiveness. Effectiveness is a gauge of how well-stated objectives match up with actual accomplishments. It is always possible to accomplish "simple," inferior aims. In other words, evaluations of the goals (a component of "inputs") must also be made in order to determine the quality of higher education (Collette & Jones, 2020).

Effectiveness (educational): A product of particular reviews or analyses (such as the WASC Educational Effectiveness Review or its Reports on Institutional Effectiveness) that assesses the standard of achievement of a given educational objective or the extent to which a higher education institution is expected to meet predetermined standards (Hoy & Tarter, 2004). It is not the same as efficiency, which is determined by the quantity of input or product used. Clear indications, significant data, and evidence that best reflect institutional efficacy concerning student learning and academic accomplishment must be obtained through various methods as the primary indicator of a program's or higher education institution's success. A teacher or lecturer must be able to facilitate efficient remote learning or online learning during the present Covid-19 pandemic (Hitchens & Tulloch, 2018). This asserts that it is critical to focus on the execution of effective teaching, specifically on the following points:

1. The conformity of learning activities with the curriculum is seen in learning objectives, teaching materials, teaching tools, and evaluation strategies.
2. Presenting tools (resources and learning equipment), configuring teaching and learning activities successfully, motivating students to learn, mastering the learning materials to be communicated, engaging students in teaching and learning activities, and carrying out interactive communication with students are all parts of implementing learning activities.

The teaching and learning process in the classroom was converted to distance learning by employing the available technology during the Covid-19 outbreak in Indonesia. However, students are constrained by distant learning. One of the drawbacks of distance learning for students is having to purchase internet quota packages since the network is unstable and causes pupils to receive lesson information from the teacher late. It contends that when teachers and students interact well, and the learning process meets the anticipated learning objectives, learning becomes more effective (Gazit & Aharony, 2018).

Effectiveness is the relationship between output and goals. The more significant" contribution of output to the achievement of goals, the more effective organization, program, or activity" is how the general public defines the concept (Zekos, 2003). The focus of effectiveness is on the result (outcome) of the organization, program, or activities; something is regarded as effective if the product produced can achieve the anticipated goals or spending wisely. The formulation of the effectiveness relationship uses the formula that is outcome divided by output (Zekos, 2003).

Effectiveness in this context refers to the entire cycle of input, process, and output that refers to the results of use rather than an organization, program, or activity and states the extent to which (quality, quantity, and time) have been achieved (Chaputula et al., 2020). It also gauges how successfully or unsuccessfully an organization achieves its objectives and meets its targets. This implies that achieving the desired aim is the only definition of effectiveness that matters.

WhatsApp is one program that is frequently used to assist with online schooling. More than 97 million people have downloaded WhatsApp since it was founded in 2009 by Jan Koum and Brian Acton. One of the most used apps in Indonesia right now is WhatsApp. Using a mobile internet connection on the network (4G/3G/2G/EDGE) or Wi-Fi, WhatsApp can be installed on mobile phones with operating systems Android, iPhone, Mac, Windows PC, and Windows Phone. According to information from the official website, WhatsApp is useful for sending messages, calls, video calls, photos, and other types of documents (Prebble et al., 2004).

As many as 83% of internet users, or over 124 million registered users, use WhatsApp in Indonesia, making it one of the most popular social media platforms (Harsasi & Sutawijaya, 2018). WhatsApp provides several features, including Group Chats, Voice and Video Calls, Photos and Videos, Voice Notes, Voice Recording, End-to-End Encryption, and a Security and Privacy system. WhatsApp is comparable to the SMS (Short et al.) program frequently used on mobile phones when evaluated for its primary function. *WhatsApp* is an application that works to send instant messages (Messenger Instances). WhatsApp, however, uses internet quota services rather than direct credit, as with SMS. Users can send messages if their phone is still plugged into an internet connection. Users can also transfer soft files like PDFs, papers, images, videos, and other materials and make group video conversations. Using distance learning systems is relatively simple for users.

WhatsApp Media is a frequently utilized and successful online or distance learning application during the pandemic. Teachers and students already routinely use this application in their day-to-day teaching and learning activities (Novarita, 2016). One of the features of the WhatsApp application that makes it simple for multiple individuals to connect in groups is WhatsApp groups. Because of the online learning system, the teacher can effectively transfer material to the students so they may continue to engage in learning activities.

The individual's interest in activities that are appropriate for them and more intensely compared to activities of no particular interest to them makes up the dimension of attention. The mental, rational, and memory activity that might thrill someone can also be considered attention. When logging onto their favourite social network, someone pays careful attention. So that folks can access it while engaging in activities. The following indicators can be used to determine how the dimension of attention measures social media use. This is because someone who utilizes social media likes to engage in social media activities (Arifani, 2019). First is the indicator of interest in how an activity affects a person's drive to be interested in certain things, people, activities, or biases in the form of experienced affective behaviour. A person might be pleased by interest. Thus, attraction is necessary for a person to know, understand, and own something. The second is the indicator of concentration as the act of paying close attention to a task or activity requires focus. Concentration is the act of focusing on one issue while disregarding all others that are unrelated. According to this study, using social media is characterized by a purposeful concentration of one's thoughts and attention on a particular social media platform, such as WhatsApp. The third is the enjoy activity indicator which expresses a dynamic action, existence, experience, or understanding. Enjoy is to feel or go through a pleasant experience. Based on this, WhatsApp users can be identified by their enjoyment of social media usage activities.

The Covid-19 Epidemic

The pandemic of Corona Virus Disease 2019 (Covid-19), which first appeared in Indonesia in February 2020, is still spreading quickly today. This affects many facets of life, including social, cultural, educational, and economic. The government has implemented

several policies to stop the spread of Covid-19, including others by limiting social interaction by enacting social and physical distancing, which is an appeal to keep society at a distance, stay away from activities in any form of crowds and associations, and avoid gatherings that involve many people (Kokin & Zhao, 2006). These initiatives are directed at the community to stop the present Covid-19 pandemic's chain of transmission and limit activities outside the home by encouraging people to perform and study at home. Large-Scale Social Restrictions Regulations, Government Number 21 of 2020, were later issued, which enhanced this recommendation (PSBB). Education is mainly affected by policies to stop the coronavirus from spreading (Lyster, 2010). The Covid-19 epidemic is now affecting all aspects of Indonesian education. The Indonesian Ministry of Education also released a policy to take a vacation in conjunction with the limits on engagement. Change the KBM process in the classroom from the traditional approach to one that uses a network or the internet (Handarini & Wulandari, 2020).

Online Education

In March 2020, Baturaja University launched its online and distance learning programs. At the same time, the government released a circular letter outlining its plans to monitor the Covid-19 virus's development. Due to factors that necessitate distance study, Indonesia's educational system (online learning system), Uses application-based technology, which leverages smartphones and laptops as intermediaries, which is one of the driving forces behind the demand for technological expertise as a learning medium. Additional words can be used to refer to learning media, such as learning technology, educational technology, learning resources, and teaching aids. The ethical study and practice of employing appropriate technological processes and resources to facilitate learning and improve performance is known as educational technology (Udem et al., 2020). The role of video media is the same as that of learning resources since they contain learning materials or things used to support learning both inside and outside the classroom. On the other hand, the visual apparatus is merely a medium and not a resource for learning if it only serves as a physical intermediary between the source and the user of information. In this sense, learning media, especially Whatsapp groups in online learning, is more constrained than learning resources for students.

METHOD

In this study, the writers utilized the descriptive research study using the survey method. A situated activity, this survey method places the observer in the field. Then, descriptive research is a collection of interpretive, tangible techniques that make the world visible. The writer would use many kinds of techniques in collecting data. It transforms reality into a collection of representations, including memos to oneself, field notes, interviews, discussions, images, and recordings. At this level, this research adopts a naturalistic, interpretive perspective on the world. In order to understand or interpret phenomena in terms of the meaning individuals assign to them, this research looks at things in their natural environments. It means that the present writers would show some data that the participant had already answered.

The conclusion is that the survey method is an activity whose research is theoretical, and there are techniques which can turn the world into a sequence of representations, including field notes; because the theoretical underpinning was employed as a guide in this study, the researcher used a descriptive research approach to ensure that the research was grounded in reality. The population in statistics is a group of data that share the same characteristics and is used to conclude. Inference statistics is founded on two fundamental ideas: the sample, a subset of the population and is used to conclude the population from which it derives, and the

population as a whole, both natural and hypothetical. The population is thought to be represented by the sample (Cohen et al., 2020). It is impossible to represent one group using samples from another. Objects or people with certain features and attributes chosen by the researcher to be researched and used to form conclusions make up the population, which is a generalization area. Therefore, the population includes people, other objects, and other natural objects. This study used the non-probability sampling method as its sample method. Non-probability sampling can take many different forms, including systematic, quota, accidental, purposive, saturated, and snowball sampling. The researcher employed purposive sampling in this investigation. A researcher can determine who should participate in a study using purposive sampling. An analyst can implicitly.

The media frequently employs this sampling methodology when seeking out popular opinion on a subject. The research sample consists of fourth- and sixth-semester English Education students from the Baturaja University academic year 2021–2022. The fourth and sixth-semester students were chosen as a sampling group for this study for a second reason: they have prior experience using WhatsApp as a learning tool for online instruction. For example, in the fourth semester, WhatsApp was used from the start of the lecture, and they are currently utilizing a face-to-face system or blended learning. The second group of researchers comprises sixth-semester students who have participated in face-to-face instruction for a year and have used an online learning platform; as a result, they should be able to understand the questions posed by the researchers, given their own experience. This made it simpler for the author to learn more about the efficacy of WhatsApp and WhatsApp Group as distance learning tools. This is the rationale for the researcher's selection of the teaching and education staff at Baturaja University's fourth and sixth-semester students as the sample.

In descriptive research, a research site is examined, and permission is sought to examine the site to make it simple to collect data (Creswell & Creswell, 2018). This entails getting consent from those at the research location and institutional review bodies at the university or college. Additionally, it entails locating people who can grant access to the study site and making data gathering easier (Creswell, 2013).

They gathered information by using e-mail, conversations in chat rooms, instant messaging, video conferencing, and websites' visual and aural content. The advantages of qualitative data gathering online include lower travel costs, data transcription, and time efficiency. Additionally, it gives participants the freedom to move around in time and location, giving them more time to think about and reply to information requests. They can therefore offer a deeper reflection on the subject at hand. Online data collection also makes it easier for participants to discuss complex problems in a relaxed, unthreatening environment (Nicholas et al., 2010, cited in Creswell, 2013).

Because there were few meetings held in the classroom and the sample that the researchers selected was still realized using Google Forms as an online media intermediary in this study. The researchers also evaluated the effectiveness of WhatsApp media using a Likert scale. A Likert scale assesses a person's or a group of people's attitudes, views, and perceptions of social issues. The research instrument is a written guide concerning interviews, observations, or lists of questions prepared to gather information. Depending on the approach being utilized, the instrument is known as an observation guide, interview guide, questionnaire, or documentary guide (Creswell & Creswell, 2018). Instruments are equipment or instruments that researchers use to collect data to facilitate their work and produce better results that are simple to process (Arikunto, 2012).

This investigation utilized a survey and a Google form as the data collection methods. A platform that offers services for creating online forms is called Google Forms. The researchers

needed a Gmail account in order to have access to it. In this study, the researcher used Google Forms as a middleman to get information from participants. Google Forms neatly and automatically collects researchers' survey replies, providing real-time response information, graphs, diagrams, and percentage findings from respondents. Respondents' data findings can be seen in all of the spreadsheets available on Google Forms, and researchers collect direct data. There are 20 questions, with the researcher adopting 5 for each magazine. The researcher also used ten questions. Students are surveyed as part of this research using a questionnaire.

RESULTS AND DISCUSSION
Results
The results of the students' responses to each questionnaire item. The writers shown the results of students' responses to each questionnaire item on the table below.

Table 1. Results of Student Responses to Online English Learning During the Covid-19 Pandemic

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Learning how to use WhatsApp messaging was easy.	30.9	63.6	3.6	1.8
2	WhatsApp favoured faster knowledge sharing.	12.7	78.2	7.3	1.8
3	Using WhatsApp, it helped me to pass any information discussed easily.	21.8	70.9	7.3	0
4	It was easy for me become skilful in discovering information via WhatsApp.	16.4	70.9	10.9	1.8
5	WhatsApp allows me to academically engage with peers and lecturers at any time and any place.	18.2	74.5	3.6	3.6
6	I found WhatsApp is useful in my language learning	10.9	80	3.6	0
7	The use WhatsApp increased my language learning productively.	7.3	78.4	14.5	1.8
8	Using WhatsApp was effectively improved my language learning.	7.3	70.9	21.8	0
9	My performance in language learning was improved by the used of WhatsApp.	3.6	80	16.4	0
10	Interaction via WhatsApp helped me to become active in language learning.	12.7	69.1	16.4	1.8
11	WhatsApp as media can help me in online learning process.	25.5	70.9	1.8	1.8
12	I can understand the material through the online learning process using WhatsApp and the use of WhatsApp groups focuses me on the lecturer who provides material on the ongoing subject at that time.	7.3	72.7	20	0
13	I"m having problems with internet facilities or quotas when using the WhatsApp or WhatsApp group application in the distance learning process.	10.9	61.8	18.2	9.1
14	WhatsApp makes easy for me to send assignment, whether in the form of direct comments (chat groups), images, videos or other soft files related to learning.	27.3	69.1	3.6	0
15	All the learning information provided by the lecturers become clearerby using WhatsApp media and creating WhatsApp group as a forum for disseminating information related to online learning.	10.9	78.2	9.1	1.8

16	Learning by using WhatsApp Groups also more effective if in delivery combined with question and answer or discussion so there is multidirectional interaction.	10.9	75.5	14.5	0
17	All the learning information provided by the lecturers become clearerby using WhatsApp media and creating WhatsApp group as a forum for disseminating information related to online learning.	10.9	78.2	9.1	1.8
18	Learning by using WhatsApp Groups also more effective if in delivery combined with question and answer or discussion so there is multidirectional interaction.	10.9	75.5	14.5	0
19	The online learning process through using WhatsApp Groups is alsoeffective because it has a voice recorder feature that makes it easier forme to express opinions and answer questions given by the lecturer. Not only applies to Me as a Student, the Lecturer can also directly explain the content of the learning material by using a recorder and we as a students can understand the material presented in the WhatsApp Group.	20	70.9	9.1	0
20	"Learning by using WhatsApp Group media makes easier for me to get information in the form of learning material files and assignments given by the lecturer. I become more active, felt more comfortable in conveying ideas and asking question in the ongoing learning process.	20	70.9	9.1	0
21	submission of learning materials delivered with various media e.g. videos, PPT, photos, etc. after that, students are asked for each other discuss for example via video call by using WhatsApp Groups will make english education students more active.	16.4	76.8	5.5	1.8
22	WhatsApp media can help me and lecturers in interact during learning carried out online or study from home" 14 student"s Answer Strongly Agree (25,5%), 38 student"s answer Agree (69,1%), only one student"s answer Disagree (1,8%) and 2 student"s answer Strongly Disagree (3,6%).	25.5	69.1	1.8	3.6

Discussion

Based on table 1 above shows the percentage of each sale. So, in every point from 1-22, describe how many students are on the checklist and the total percentage. The highest percentage was in statement no. 1, 30.9 (Learning How To Use WhatsApp Messaging Was Easy). It also mentioned that over 90 per cent of students usually used whatApps applications in academic activities (Malhotra & Bansal, 2017). It meant that WhatsApp messaging was easy to use by the students. Even though my performance in language learning was improved by using WhatsApp, the lowest percentage of this result. In other words, WhatsApp use is a significant element in individuals' ways of dwelling with others, associating it with forms of commitment, faithfulness, and knowledge that can be presented using WhatsApp (Aharony & Gazit, 2016).

Based on the study's findings, the researcher concluded that a disproportionately large number of college students believed that utilizing a WhatsApp group to learn English was a successful use of mobile technology. The effectiveness of the employed WhatsApp Group according to the university student's responses can be categorized as a high percentage. The

outcome of the data study, which shows that a percentage score of between 61% and 80% is beneficial, enhanced this category. It was possible to conclude that the WhatsApp Group was efficient and helpful for learning English based on the percentage score of the data analysis. It also mentioned that more than 90 per cent of students use whatApps applications in academic activities (Malhotra & Bansal, 2017). It meant that WhatsApp messaging was easy to use by the students. Even though their performance in language learning was improved by using WhatsApp, the lowest percentage of this result; in other words, WhatsApp use is a significant element in individuals' ways of dwelling with others, associating it with forms of commitment, faithfulness, and knowledge that can be presented using WhatsApp (Aharony & Gazit, 2016).

Out of the many responses the respondent provided, the majority indicated that they were willing to react with the highest percentage for each statement that they believed to be the most successful. This claims that during the COVID-19 Pandemic, using WhatsApp or creating WhatsApp Groups was incredibly helpful for their online learning process. The application of WhatsApp group enabled students to connect during online learning classes and outside the classroom setting (Handayani et al., 2021).

They frequently use mobile technologies like WhatsApp Media to support their English learning efforts and boost their daily productivity. The benefits of WhatsApp media in the pandemic-related teaching and learning process Through the use of WhatsApp, students with Covid-19 could swiftly complete more tasks related to their English-language learning, connect with others in WhatsApp groups, and become more engaged in their studies. Further, the WhatsApp group can bring a positive learning environment between students (Handayani & Aminatun, 2020). It can also be a teaching and learning platform (Rahmadi, 2020). WhatsApp also made it simple to distribute assignments Features of WhatsApp, such as voice notes, video calls, video group calls, Etc., can allow students and lecturers to communicate during online learning or study from home, whether in the form of direct remarks (chat groups), photos, video, PPT, or other soft assets.

There are many benefits to using WhatsApp as a medium for distance learning, including the fact that it excites students about learning even from a distance and encourages concentration when using groups. Using WhatsApp as a medium makes the students enjoy learning activities. It is very effective for online learning by experts. However, because many students return home as part of the distance learning (online learning) process, network limits may prevent the usage of WhatsApp. Furthermore, the advantages and disadvantages of emergency online learning and related problems include the requirement for personal equipment and an internet connection, inclusion, and accessibility (Ferri et al., 2020). It was attributed to challenge students encountered during learning (Samala et al., 2022). In summary, developing WhatsApp groups and using online learning as a learning tool for English classes has been successful and helpful. One of the areas that directly benefit from the development of ICT is education. Wireless devices in educational institutions have transformed the term learning, defined initially as learning about something through reading, memorizing facts, attending school, Etc. As a result, WhatsApp, the most popular IM app, is gaining traction in the education sector. The primary purpose of WhatsApp is to facilitate communication and education is communication. (Wapp4phone, undated). WhatsApp creates an environment that provides opportunities for online collaboration and student teamwork. Incorporating WhatsApp into learning activities creates a blended course that integrates face-to-face and mobile learning (Barhoumi, 2015). So, her WhatsApp has proven helpful for students sharing information and discussing interests even when they are far away. Additionally, electronic journaling via WhatsApp improves students' writing skills relatively

quickly (Alsaleem, 2014).

This generation of tech-savvy students can use WhatsApp to impart their hands-on knowledge. This new method of communication is a powerful way to deliver clinical and academic recommendations in a cost-effective, rapid, and user-friendly manner (Wani et al., 2013). WhatsApp allows students and teachers to discuss issues in real-time and improve decision-making skills (Kaliyadan et al., 2016), enabling clinical practice to share course-related information. A nursing student in the Western Cape (South Africa) agreed that her mobile device with access to WhatsApp could guide clinical practice by streaming short instructional videos and asking questions of trainers (Willemse & Bozalek, 2015). Willemse (2015) conducted another study investigating the use of WhatsApp to improve primary health education. WhatsApp provided a supporting structure for improving the integration of theory and clinical practice in health assessment competencies in primary care modules. As these studies show, WhatsApp can contribute to the education sector, but the decision to use this dynamic technology constructively or destructively rests with those involved (Kumar, 2015).

CONCLUSION

The researcher concluded that students supported WhatsApp and WhatsApp Group as a learning tool in the classroom based on the results of the data analysis. It demonstrated the usefulness of WhatsApp as a learning tool during the COVID-19 pandemic. The students are at ease using WhatsApp Group; it is simple to use, engaging for student learning, and also has the potential to assist students in improving their learning by taking an active role in online discussions and tasks. Based on the results of the student's responses to each indicator of the questionnaire, the researcher has concluded that students agree that WhatsApp Groups have advantages for their learning because messaging is simple, favoured faster knowledge sharing, helps students pass any information discussed easily, they became skilled at finding information via WhatsApp, and they can interact academically with peers and professors at any time. WhatsApp increased, worked efficiently, and produced successful language learning in students. Students may quickly obtain resources, transmit assignments, and complete tasks online via WhatsApp (chat group). Because WhatsApp has a voice recorder feature that makes it simpler for students to express their opinions and respond to questions from the lecturer, as well as because WhatsApp media can help students and lecturers interact during learning that is carried out online or study from home, using WhatsApp for online learning is also effective. This fact shows that Baturaja University's English education study program students believe WhatsApp Groups to be a beneficial online learning tool during the Covid-19 pandemic. A total of 55 students from the sample of respondents filled out the questionnaire distributed to 4th and 6th semester English Education Study Program students at Baturaja University.

Then, the researchers suggested that WhatsApp can be an alternative media for the English Education Study Program classrooms because WhatsApp is an effective learning media that students may use to expand their EFL classroom. So, this study's result will contribute to the development of teaching and learning English as a Foreign Language.

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