Utilization of Whatsapp Application as Communication Media in Language Teaching and Learning at FBS UWKS

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Abstract
Utilization of ICT as a learning medium is suspected to have been able to create an active learning atmosphere because it provides better and faster learning opportunities for students because it contains the material being taught, displaying assignments to discussions and guidance between students and lecturers, all of which can do outside of formal teaching hours. Currently many applications have been developed that are based on mobile phones and the web. One app that has designed and is in high demand is no exception by college academics today, WhatsApp. This study aims to determine the characteristics of WhatsApp usage and find out the use of WhatsApp Group Language Education social media as a communication medium for the Academic Community of Faculty Language and Science Universitas Wijaya Kusuma Surabaya. The method used in this study is descriptive qualitative by describing, recording, analysing and interpreting the conditions that currently occur or exist in the Language Education Group. The results showed that the use of WhatsApp Group social media in Faculty Language and Science Universitas Wijaya Kusuma Surabaya was extensive. In addition to functioning to convey information, WhatsApp Group also performs as a medium for educating discussion, as an entertainment medium, as well as a medium for influencing policymaking in Faculty Language and Science Universitas Wijaya Kusuma Surabaya.

1. Introduction
The growth of the use of Information and Communication Technology (ICT) in the field of learning software in developed countries, especially in higher education institutions, began in the late 90's until now. The advancement of ICT that presents a new way in the process of knowledge distribution has shifted the teaching function that acts as "sage on the stage" to "guide on the side"[1]. Forms of information and communication technology in the field of education that can digitise the contents and systems of conventional teaching and learning are known as e-learning [2]. This web-based e-learning presentation can be more interactive, like gamification[3], etc. Lecture information can also present up-
to-date and real-time. The same goes for communication, although it cannot be directly face-to-face, lecture discussion forums can be done online so that learning is not limited with time and place (time and place flexibilities) happening. This e-learning system does not have access restrictions; this is what allows lectures to done more time. The e-learning system along with the development of technology, especially information technology, continues to be developed by some people, even some experts or some experts agree with the existence of e-learning as many now emerge.

Social networking becomes a phenomenon that is quite interesting to study, because with all its development all kinds of activities and activities can be implemented, one of them as a medium of education. Social networking has the meaning: social institutions consisting of several elements, both individuals and organisations. This network is a way where every individual and organization relates to both hobbies and social similarities, this social network was introduced by Barnes[4], according to him, social networking is a social structure formed from nodes (which are generally individuals or organizations) tied to one or more specific types of relationships such as values, visions, ideas, friends, offspring, etc. other. Many emerging social networks that can found include myspace, twitter, facebook, myspace, buddy.

Research on standards that focuses on e-learning learning, one of which is the use of social networking has widely done. By using the concept of e-learning as a infrastructure of content-based learning, it is possible that the material presented can be adjusted (flexibility) to user needs [5], while the term e-learning is the same as communication in an environment where communication is one of the most important things [6]. With the rapid development of information technology, a connection can do in various ways, one of which is now developing is through the WhatsApp application.

Current technological developments provide convenience in various fields, including in the learning and communication processes that are in it. WhatsApp (WA) as one of the most widely used social media applications in Indonesia after Facebook, is a relatively efficient means of communication [7]. That is in line with research conducted by Bansal and Joshi [8], stating that teachers today need to use various technologies in the learning process because students are increasingly familiar with the latest technology. Teachers are encouraged to transform from traditional learning into learning methods that adopt technology to ensure that students remain interested and follow the learning process well.

E-learning itself can interpret as distance learning, but in this case, the teaching studied is "how to upload/put lecture material on WhatsApp applications that can be downloaded/taken by students at any time and anywhere". That is an essential part of the definition of e-learning itself. So the lecturer, in this case, does not need to write down all the written writing material, just by using some applications on WhatsApp's social network, the function of WhatsApp has changed which was only a media sharing information (sharing information) turned into application collaboration (collaboration application).

Technological developments have influenced many aspects of human life. Its existence facilitates every activity carried out by humans, not least in communication activities to interact with other humans. Starting from the presence of a telephone that only functions to communicate remotely via voice, it develops into a mobile phone/cellphone that has additional features that can send text messages. Now more developed with the creation of various features/applications based on text/messenger messages such as WhatsApp, Instagram, Facebook, Skype, IMO, Telegram and BBM. Multiple kinds of messenger applications are not only able to send text messages, but also can make calls and video calls, can even send various files such as pictures, videos, sounds and documents.

The need to interact socially is significant for all levels of society, regardless of age, position and social status, especially for community groups.

A community/community group needs media as a means of communication to be able to interact with other group members without having to meet and faces to face, such as messenger applications such as WhatsApp, Instagram, Facebook, Skype, IMO, Telegram and BBM.

The WhatsApp application is the second most popular application, used by various kinds of community groups in Indonesia, including college academics such as students and lecturers at Universitas Wijaya Kusuma Surabaya. The WhatsApp application, especially the WhatsApp Group feature, is considered ideal to be used as a means of student discussion and dissemination of academic
information in the college environment. The use of WhatsApp Group in Universitas Wijaya Kusuma Surabaya is very high, including the Faculty of Language and Science. In the two language study programs namely Departement of English Language Education and Departement of Indonesian Language Education consisting of four classes and divided into two class categories, namely regular and employee, there are 2 WhatsApp groups specifically for students of English and Indonesian Education Faculty of Language and Science. In addition to the student group, there is also a particular WhatsApp group whose members consist of lecturers both at the study program level and faculty level. From this background, the purpose of this study was (1) to determine the characteristics of WhatsApp usage and (2) to find out the use of the WhatsApp Group Language social media as a communication medium for Faculty of Language and Science Universitas Wijaya Kusuma Surabaya Community.

The benefits of using WA groups in learning include: (i) can be used as a collaboration tool between lecturers and students wherever they are; (ii) this technology is free and easy to use; (iii) WA groups can use segmentatively per lecture class taught; (iv) has the capability to publish assignments from students and criticized by other students; (v) information and knowledge from lecturers can be easily shared through WA groups [9]. Collaborative learning through the WA group is not only the interest of the teacher but also for the students, to improve the quality of education. Although there are many advantages gained from WA technology, there are a number of things that need to be considered in their use, including excessive cognitive problems[10], their initially potential disruptions [11], their limitations in privacy and concerns about the mixing of professional life with personal [12].

2. Method
The method used in this study is descriptive qualitative case study approach. This case study approach is focused on a particular case to observe and analysed carefully until it is complete [13]. In other words, researchers describe, record, analyze and interpret the conditions that currently occur or exist in the Group of English Language Education and Indonesian Language Education. The researcher conducted observations and interviews as a data collection technique using participant observation, in which researchers participated in the field to observe the object of research and actively interact in communication activities that occur in the Group. As stated by Stainback in Sugiyono [14], that by interviewing the researcher knows things that are more profound about the participants in interpreting the situation and the phenomena that occur, where this cannot found through observation.

Qualitative data analysis is carried out interactively and lasts continuously until complete. At the time of the interview, researchers analysed the answers interviewed.

If the answers interviewed after being analysed do not feel satisfied, then the researcher continues the question again, until a particular stage obtained data that is considered credible [15]. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification, where after the researcher collected data, the researcher anticipated before making data reduction [15]. Furthermore, it is validated to prove that the observed results are following reality and indeed by the actual or occurrence using triangulation techniques, namely data validity checking methods that utilise something other than the data for monitoring purposes or as a comparison of the data [16].

3. Result And Discussion

3.1. WhatsApp Usage Characteristics at Faculty of Language and Science
Social media utilised by the academics of Faculty Language and Science Universitas Wijaya Kusuma Surabaya, both for academic activities on campus and for daily activities outside the university. WhatsApp is the most widely used application by Faculty Language and Science Academics to communicate with each other. Furthermore, Instagram is the second largest application that is often used as a medium to share photos and videos. Then BBM (Blackberry Messenger) is used for chat applications. Lastly, Facebook as an application shares status with friends. The percentage of social media usage in the Faculty of Language and Science showed in Figure 1.
From Figure 1 it can be seen that the percentage of the use of social media in Faculty of Language and Science, especially the English Education Study Program and the Indonesian Language Education Study Program is 100% Whatsapp, Instagram 64%, BBM 42%, Facebook 86%, Skype by 56%, IMO by 35%. So it can be concluded that the use of social media in the form of Whatsapp is more dominant to be used by the academic community because the application features contained in it are more comfortable and varied to convey messages in the form of short messages, voice messages or share documents, videos and even video calls and voice call.

3.2. Utilization of Social Media Whatsapp Group Language Education as a Communication Media

Every information conveyed in the Language Education Group must be accepted and read by all group members, but in reality, the response of group members is different for the various types of information received. The reaction of group members depends on who is conveying the data, where when the lecturer who transmits the response will automatically be good, and many will respond. But it is different when students carry information, answers from other group members are reasonable and the response is less because too often some of the group members who convey information out of group goals tend to have a lot of joking information and discredit one group member.

The topic or content of information conveyed also determines the response of other members, where when there is academic information the answer is standard and only read by other members, but when there is information that is appealing or notified then the response will be good and many will respond. In addition to these two things, the reaction of each information conveyed in the Language Education Group depends on each group member, because there are only a few people who are actively responding to every info that comes in, but basically, all group members must read the messages that go into in the Language Education Group.

3.3. Information for Faculty of Language and Science Community

Information in the Language Education Group is actively conveyed by all existing group members, both by lecturers and students. Lecturers as educators have a significant role in communicating information in groups, both information relating to lectures, student activities, and scientific knowledge, both in the form of the student competition, scientific studies and seminars.
At this time the Language and Science Faculty and the English and Indonesian Language Study Program in addition to conveying information on academic activities and lectures through the WhatsApp Group media also maintained the delivery of information through Mading (wall magazines). But the dissemination of information through the Group is very useful when compared to the distribution of information posted on the magazine. In the era of technology like today, almost every student relies heavily on his gadget and smartphone to get information, because through the Language Education Group the information sent will be directly conveyed to all group members. Although at this time students' interest in reading to see data in the making is very little, the delivery of information through making must also maintain and preserve. But sometimes important information conveyed in the Language Education Group is overlaid by other data or by comments from other group members.

3.4. Means of Discussion and Educating Faculty of Language and Science Community

Whatsapp group Language Education as a medium of communication in the academic environment, every conversation and information conveyed must be educational, both delivered by lecturers and students. Also, the group Whatsapp functioned as a discussion medium to discuss matters relating to lecture activities and language and linguistic knowledge, as well as explaining updated and booming information in this country.

The discussion can be sourced both from information that was deliberately conveyed in the Whatsapp group to encourage active communication between members, as well as from the usual information that was responded to on an ongoing basis so that a discussion took place. In this case, the lecturer plays an active role in inviting students to discuss knowledge about science and a phenomenon that is happening.

Lecturers have an essential role in delivering messages that educate group members, especially students, both in determining the topic of discussion and in conveying their arguments. So that there is an active educational interaction between lecturers and students.

3.5. Entertainment Media for Faculty of Language and Science Community

As one of the communication groups in the academic environment, communication in the Language Education Group is not always severe and rigid. Occasionally there are messages containing entertainment, both by students and lecturers. Entertainment messages delivered in the Language Education Group can be in the form of photo/picture and video content containing humorous elements. Often the entertainment message can be in the way of articles, broadcasts, or posting stories that provoke laughter and humour. With the existence of entertainment communication, the interaction between members of the Language Education Group becomes more fluid. In the Language and Science Faculty, the relationship between students and lecturers is very familiar, and there is no gap, so students do not hesitate to share funny things in the group. Although it cannot deny that this gap still exists and is so pronounced, especially for new members and students, because they still feel shy to communicate in the Language Education Group actively. But there are also students who feel close to the lecturer, so dare to share funny things without hesitation and shyness.

But sometimes entertainment messages are not always well received by each member, both when the message contains elements that are inappropriate or delivered at an inappropriate moment. When there is a message or entertainment information that is deemed inappropriate or violates ethics, the member is immediately reprimanded especially by the lecturer, to be further corrected and re-discuss things that are good and useful. Delivering entertainment at an inappropriate time sometimes gets reprimands from both the lecturer and other members. Often, without being reprimanded, the member usually acknowledges his mistakes, and usually, the other members reprimand through personal messages.

3.6. Policy for Faculty of Language and Science Community

Language Education Whatsapp Group has no written rules or rules regarding the delivery of any message. But back to each member, especially students, because basically, they know the boundaries
that are considered reasonable, polite and ethical. Every member who wants to convey information is expected to filter out the content that will be sent to the group because any message transmitted is supposed to be educational and useful. Actually in the Language Education Group logo itself there are words or slogans that can use as a reference in the use of communicating in the Group, namely: "Together We Can" which means that with the togetherness of all members the goals, vision and mission especially those related to academic group members The English Language Study Program and Indonesian Language Study Program will realize.

4. Conclusion
Characteristics of the use of WhatsApp group in Faculty of Language and Science Universitas Wijaya Kusuma Surabaya consist of lecturers and students called the Language Education Group, consisting of all students and lecturers from the English Language Study Program and the Indonesian Language Study Program.

Utilization of social media WhatsApp Group Language Education in the Faculty of Language and Science is as a place for information delivery; means of educating discussion; entertainment and submission of policies for Faculty of Language and Science Universitas Wijaya Kusuma Surabaya community members, in particular, the English Language Study Program and the Indonesian Language Education Study Program.

The utilization of the Language Education Group in the academic environment Faculty of Language and Science Universitas Wijaya Kusuma Surabaya is expected to be able to be a forum and place for regular discussion in the Language Education Group, in addition to building closer interaction and relationships between members, to see the level of knowledge, interpretation, ways views and insights from students in expressing and conveying arguments, opinions or brilliant ideas in a community, especially in communicating non-verbally.

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