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INVESTIGATING STUDENTS' LEARNING STRATEGIES DURING ONLINE CLASSES USING WHATSAPP AT THE SECOND GRADE OF SMP

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran siswa pada saat pembelajaran *online* menggunakan *WhatsApp* di kelas II SMP Swasta Kartika XX-6 Kendari. Penelitian ini menggunakan metode kualitatif dengan teknik analisis berupa pengumpulan, identifikasi, dan klasifikasi. Pengumpulan data melalui wawancara. Hasil penelitian menunjukkan bahwa siswa menggunakan 6 strategi selama proses pembelajaran bahasa Inggris menggunakan *WhatsApp* untuk membantu diri mereka secara mandiri memahami pelajaran dengan baik, yaitu kognitif membuat kemampuan siswa dalam memahami dan mencerna pembelajaran bahasa inggris *online* melalui *WhatsApp* lebih optimal, metakognitif membantu mengembangkan kemampuan siswa dalam belajar sampai sejauh mana mereka memahami materi, terkait memori membantu siswa selalu mengingat materi pembelajaran sebelum dan sesudah memulai pembelajaran *online*, *compensatory* siswa dapat memahami proses pembelajaran tanpa bantuan seorang guru yang mereka pelajari dan dapatkan dari berbagai media pembelajaran lainnya, afektif kesadaran siswa yang tumbuh dari dalam dan pikiran tersembunyi mereka hanya dapat dilihat melalui sikap, perilaku, dan karakter seorang siswa dalam proses belajar, sosial starategi digunakan saat siswa membutuhkan bantuan orang lain dalam memahami materi pembelajaran seperti teman, kelompok belajar mandiri atau guru.

Kata Kunci: *pembelajaran online; strategi pembelajaran; whatsapp*

ABSTRACT

This study aims to determine student learning strategies during online learning using WhatsApp in class II Kartika XX-6 SMP Swasta Kartika Kendari. This study uses qualitative methods with analytical techniques in the form of collection, identification, and classification. Data collection through interviews. The results showed that students used 6 strategies during the English learning process using WhatsApp to help themselves independently understand the lesson well, namely cognitive making students' ability to understand and digest online English learning through WhatsApp more optimal, metacognitive helping to develop students' abilities in learn to what extent they understand the material, related to memory helps students always remember learning material before and after starting online learning, compensatory students can understand the learning process without the help of a teacher which they learn and get from various other learning media, affective awareness of students that grows from Their deep and hidden thoughts can only be seen through the attitudes, behavior, and character of a student in the learning process, social strategies are used when students need the help of others in understanding learning materials such as friends, self-study groups or teachers.

Keywords: *online learning; learning strategy; whatsapp*

INTRODUCTION

During the current unpredictable pandemic time, as a result of the Corona virus Disease (Covid-19), all aspects of life have changed and all activities must be carried out at home and everything is online. All must adjust to the current conditions, starting from an economic point of view to education. Especially in terms of education, looking for various ways so that all activities keep going, such as learning in previous semesters who are always face to face between teacher and students. This phenomenon has a very big impact on the world of education itself. One of the most important activities in the teaching and learning process today is using online media such as WhatsApp, the tool chosen by teachers and lecturers to continue providing knowledge to students. Based on Statistical data (2020) about WhatsApp users in 2020 Indonesia, it reached 199.0 million. The number of users has been estimated by considering data obtained from various sources such as secondary research, the number of downloaded applications, and traffic data Degenhard (2020).

Due to this uncertain situation, the teachers are trying to find alternative media to be able to keep giving lessons to their students. WhatsApp is the most popular social media; it is an online learning tool and is often used to provide an atmosphere like in a real classroom. According to Jumiatmoko (2016) explaining that using WhatsApp can facilitate online classroom management for the learning process and also according to Maulina, Geelan, Basri, and Noni (2020) WhatsApp can be a learning media that can be accessed anytime and anywhere without losing its quality and quantity.

The focus point here is how students can still capture learning material online such as face-to-face because previously massive online learning has never occurred in education. There are many problems or obstacles that students experience in adjusting to new situations and because that is why this research also concentrates on the focus of problems such as the learning strategies used by students while using the WhatsApp application.

The study related to online learning strategy has been done a lot by previous researchers but especially for using WhatsApp is still lacking. Many research about online learning use WhatsApp only did in University. Relate with the research done by Susilawati in 2020 about "online learning through WhatsApp group at Maulana Malik Ibrahim University" and his research was a success, so the researcher wants to try to research the school. This research will focus on students' learning strategy to it can be a reference to improve the technique of using WhatsApp be better in the future.

Another study conducted by Djamjuri et al (2020) entitled "whatsapp media in online learning during the covid-19 pandemic" the results of their research showed the use of WhatsApp was more efficient because all students used it and made it easier for teachers to implement teaching and learning during the pandemic.

It is also done to observe something new in the world of education because this online-based learning activity was not planned but was caused by a virus that hit the whole world and because of that, all educational activities had to adapt to conditions that had previously. Apart from these things, the researcher is also driven by a curiosity about changes in habits during this pandemic that occur in

the world of education, and of course, this research is very interesting because in the history of education this is the first time that everything has been done without having to meet directly between teacher and students.

From a collection of preliminary observations that the researcher conducted on second grade English at students of SMPS Kartika XX-6 Kendari a Palapa street number 8 of Kemaraya. The researcher did the observation when Free learning of Free campus for a week at 26th October- 2nd November 2020 and the recourse in that school is an English teacher at second grade of SMPS Kartika XX-6 of Kendari with a total of students is 30 students. She said that during this pandemic period with changes in student learning styles that switch to using online learning media,during online learning process using WhatsApp, the students did some strategies to they can understand the materials better such as prepared the media to support the learning that used smartphone and internet quota, found the best place for the good network and wrote down the material in their books to they can understand the materials.

From the observation, researcher is very enthusiastic and eager to raise the title "Investigating Students Learning Strategy during Online Classes use WhatsApp at the Second Grade of SMP Swasta Kartika XX-6 Kendari" because the researcher became more curious about how the learning strategies that students apply during the teaching and learning process using WhatsApp application by observing their activities during the learning process.

METHOD

This research was a qualitative study because the purpose of this study is to investigate students' learning strategy during online classes using WhatsApp. The population of the research involved 2nd grade of SMP Swasta Kartika XX-6 Kendari. Based on the pre-observation, the researcher take three students from total 30 students of class B. three students who selected based on the results of their English lessons during their online learning with the highest score. The interview used by the researcher is an in-depth interview. This instrument is used by researchers to obtain more detailed information related to the subject under study. Interviews will be conducted by the researcher meeting the participants at the location and asking questions according to the guidelines that have been previously made. Technique data analysis are collecting, identification, classification

FINDING AND DISCUSSION

FINDING

Types of learning strategy that student's use

Cognitive

In finding out the types of learning strategies that students use, the first is cognitive strategies, namely student strategies in the learning process that help them capture the material to make it easier to understand. The cognitive strategy is divided into 8 parts namely repeating, recognizing and using formula patterns, practicing naturalistically, getting ideas quickly, using resources to receive and send messages, translating, and taking notes. This strategy makes students'

ability to understand and digest online English learning through WhatsApp more optimal. The results of the study found that all respondents were different in using cognitive strategies.

The first was to say or learn something repeatedly, listen to something, practice or imitate, from the results of research by respondent 2 using this method "*I repeat the material given by the teacher such as material that has been explained by the teacher or sent by the teacher*". Second, recognizing and using formulas and patterns, with the use of this strategy respondents understand and use sentence patterns in understanding their learning process, respondent 1 uses this method "*I often study independently, for example, the simple present tense*". The third is Practicing naturalistically, namely the strategy of students using English in natural situations, respondent 1 uses this method in the learning process "*I often study independently, for example, the simple present tense*". The fourth, getting the idea quickly, this strategy is skimming to get the main idea or scanning to obtain specific information. Respondent 1 applies this method "*if I forget a material I can see it again in the material file I want to learn*". The fifth is using resources for receiving and sending messages, using printed or non-printed sources to understand messages (listening or reading) or giving messages or giving messages (speaking or writing) or also using them to create respondent assignments. I also usually make conversations and also video conversations continue to be sent to WA". The six translating translating or interpreting text from Indonesian to English or from English to Indonesian to understand or produce English text respondent 2 "The example sentences that I wrote down and translated were teacher English lessons, meaning that the teacher taught English lessons." The seventh is Taking Notes Recording main ideas or material which is a strategy for understanding (reading and listening) or making text (speaking or writing). All respondents "*What I usually note from the teacher's explanation are important things about the material that has been given*". The last one is summarizing. Making a summary of the learning process to better understand the subject matter given by respondent 2 "*what I usually note from the teacher's explanation are important things about the material given*".

Metacognitive

In the second finding, the researcher found that the next strategy used was metacognitive, the same as the first finding. All respondents also used metacognitive strategy. In this strategy, it is divided into 2 namely: self-instruction dan self monitoring.

Self instruction is students can help develop their ability in learning to what extent their understanding of the material provided by the teacher through such as re-reading the material, preparing a comfortable place to study and writing equipment to record the material that the teacher gives during bold learning via WhatsApp. This is indicated by Respondents 1 "*I made preparations before the online learning process, the first is stationery, the second, the internet package, the third most important thing is mental because if we don't train mentally, our learning will never be understood*" and also used by respondent 2 "*During online learning it was a bit difficult for me to understand so I had to repeat the material*".

Self monitoring evaluation of what they make for the next learning process to be more optimal by preparing various tools needed to help their readiness in

bold learning, an adequate internet network to carry out the bold learning process. Respondent 3 "*So that the online learning process runs smoothly I look for a place with a good network such as having a WiFi network*".

Memory related

Based on the data it also shows that when the English learning process using WA students' also use memory related strategies that help them always remember learning materials before and after starting online learning. In strategy memory is divided into 4 first, namely repetition, imagery, retrieval.

Imagery that links various memories of information about the material that has been given previously with the material they are studying, this method makes it easier for them to connect various learning materials and get a big picture of the material given, respondent 1 "*I still remember the subject matter because usually the teacher tells us to memorize the dialogue so that in the end it's always in my head*".

Second is rehearsal that is by repeating the material that has been obtained, it can be seen in respondent 1 "*Some things I do so that the subject matter is remembered, the first is rereading the material, the second is trying to memorize 5 or 10 sentences in learning and the third is trying to remember one of the teacher's words that she often says*" with this method, respondents are able to store information about lessons well. Equal to respondent 3 "*I still remember the material given by repeating the lessons that have been explained both teach*"

Third namely is retrievalis the process of removing or lifting information from its storage namely memory respondent 1 use it "*I still remember the past lessons because they have been studied in print books, the teacher also takes material in printed books, so to remind us the teacher usually before starting online learning, we have been reminded at night that we have to read in printed books*".

Compensatory

From the results of the research conducted, the researcher also found that of the three conscientious respondents, two used a compensatory strategy in the English language learning process using WA for reasons of different learning styles and ways of understanding the material, this strategy is students can understand the learning process without the help of a teacher which they learn and get from various other learning media. There are 2 types of methods in compensatory strategy, namely using linguistic clues and other clues.

Linguistic clues is the process of students in understanding the lesson with knowledge of vocabulary, grammar or other target language elements. This method is used by Respondent 1 by learning grammar "*I prefer to learn material from books such as simple present material*".

Next is other clues, namely understanding lessons based on situations, understanding, context, and preferences that are not related to linguistic knowledge. What is shown by respondent 2 and respondent 3. Respondent 2 "*I often watch YouTube or English videos so that it makes me understand the lesson before being taught by the teacher*". that the teacher teaches in class. Likewise with respondent 3 "*watching videos in English and listening to language songs really helped me in understanding the lessons in class*" apart from showing

English, he also listened to songs in English and helped him understand the lessons in class.

Affective

In this finding, all respondents used an affective strategy in the process of learning English through WhatsApp. Affective strategy concerns students' awareness that grows from within and their hidden thoughts can only be seen through the attitudes, behavior, and character of a person in the learning process. In this case, to find out, the researcher got several different answers.

Respondent 1 explained that his self-awareness in learning was really in the classroom because it was motivated by the values he held about his parents "*because my goal is to study hard without any pressure, therefore I will try to be calmer and because parents who are desperately struggling, then their children don't really learn it is difficult*".

Meanwhile, the affective strategy used by respondent 2 and respondent 3 was based on their feeling of security because of their ability and understanding in the learning of respondent 2 "*I am always calm in the learning process because I already know what to answer if the teacher asks a question*", respondent 3 "*I find peace in the learning process because I know the lessons are easy and easy to answer*".

Social

The last finding in this study is that the researcher found that only two of the total three respondents used social strategies. A social strategy in learning English through WhatsApp that allows students to need the help of others in understanding learning materials such as friends, independent study groups or teachers. Based on the questionnaires and interviews from the three students, two of them used social strategy while one other respondent did not use this strategy because they were able to understand the material well without the need for help from others.

From the results of interviews, respondent 2 said that the social strategy was very helpful in understanding what the teacher gave "*The benefit of online learning groups is that we can understand the material given by the teacher*". And the respondent also added that one of the benefits of independent study groups is being able to ask questions about material that was not previously understood "*the benefit of online study groups is that we can ask the teacher about the material given if it is not understood*".

Contrary to respondent 2, respondent 1 does not use social strategy in the learning process. "*I don't need an independent study group other than a class study group. Because the material provided is easy to understand and easy to understand, so I don't need help doing it*". The respondent's ability makes it easy to learn without any help from other parties.

Similar to respondent 2, respondent 3 also needs an independent group to help them learn and understand the material. "*With the self-study group, I know more English, the second is easier because I can ask questions without feeling awkward*" from the results of the interview respondents really felt helped by the existence of a social strategy in the learning process which made him feel relaxed in asking questions related to lessons that he did not understand.

DISCUSSION

The researcher will explain in more detail the similarities and differences between the researcher's research and previous research, and the findings of learning strategies from the types of learning strategies used by students.

There are several differences from various sides such as the focus of the problem under study between each study, the level of education the researcher has chosen. the first medium, and also the situation that occurred during the research process. In the previous research, the researchers made a simulation to be able to use WhatsApp as their online learning medium, while the current research situation requires the use of WhatsApp as an online learning medium due to the pandemic situation due to the covid-19 virus. And the researcher is encouraged to do similar research in investigating the students' learning strategy during online classes via WhatsApp.

Based on the results of the interviews that have been made and processed in the form of data transcripts which aim to make it easier for researchers to process data, then the transcripts that have been made are identified to facilitate the selection of data related to the research conducted. The results of the researchers' findings in the questioning process and in-depth interviews showed that there were six types of learning strategies used by students in the process of learning English through online learning using WhatsApp, namely cognitive, metacognitive, related memory, compensation, affective, social. According to Oxford (1990) it is clearly stated most students use language-learning strategies which also include affective strategies that allow students to identify moods and levels of anxiety this strategy is useful for students to become motivated learners. Second is memory strategy allows students to learn and obtain information regularly string through sound, pictures, sound and image combinations, body movements, mechanical- means, location this helps students to memorize the target language better. The third is social strategy, It is very helpful to understand the target language and target culture. The next metacognitive strategy is used to manage the entire learning process this is very helpful and affects cognitive strategy and function as the implementation of cognitive strategies. On the other hand, cognitive strategies allow students to create material through language reasoning, analyzing, summarizing, synthesizing, taking notes, elaborating, rearranging information, practice in a natural setting, review sounds and images. And the last is compensation strategy allows students to guess from context in listening and reading uses synonyms to complement speaking and writing skills.

From these results also showed that each student using all learning strategies at once during the English learning process and the most prominent strategies used by students in this study were cognitive and metacognitive which is also directly proportional to previous research from Lestari and Wahyudin (2020) from Teknokrat University Indonesia the findings show that the students use five types of language learning strategies in which metacognitive strategies are the most often used by them followed by social strategies, compensation strategies, cognitive strategies, memory strategies, and at last effective strategy.

In the learning process, learning strategies are very important in helping students to understand the learning process and according to Dornyei (2005) the

types of learning strategies chosen and chosen by students vary depending on gender, level of proficiency, student beliefs, etc.

CONCLUSION

The results findings showed that there were six types of learning strategies used by students in the process of learning English through online learning using WhatsApp. The first is affective strategies that allow students to identify moods and levels of anxiety. Second is memory strategy allows students to learn and obtain information regularly string through sound, pictures, sound and image combinations this helps students to memorize the target language better. The third is social strategy, It is very helpful to understand the target language and target culture. The next metacognitive strategy is used to manage the entire learning process. On the other hand, cognitive strategies allow students to create material through language reasoning, analyzing, summarizing, synthesizing, taking notes, elaborating,. And the last is compensation strategy allows students to guess from context in listening and reading uses synonyms to complement speaking and writing skills.

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