

**INVESTIGATING STUDENTS' PARTICIPATIONS IN
WHATSAPP-MEDIATED EXTENDING ENGLISH
LEARNING
A THESIS**

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor's Degree of
English Language Education



by:

HUSNA AMALIA

Student Number : 1703046058

**FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG**

2022

THESIS STATEMENT

I am a student with the following identity:

Name : Husna Amalia

Student Number : 1703046058

Department : English Education Department

Certify that the thesis entitled :

INVESTIGATING STUDENTS' PARTICIPATIONS IN WHATSAPP-MEDIATED EXTENDING ENGLISH LEARNING

Is my own work. I am entirely responsible for the content of this thesis. The writer's other opinions or findings in the thesis are quoted or cited by ethical standards

Semarang, 12 September 2022

The Researcher,

A handwritten signature in black ink, appearing to be 'Husna Amalia', written over a horizontal line.

Husna Amalia

NIM.1703046058

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Husna Amalia

Student Number : 1703046058

Department : English Education Department

Title : **Investigating Students' Participations in Whatsapp Mediated Extending English Learning**

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session.

Wassalamu'alaikum wr. wb.

Semarang, 12 September 2022

Advisor,


Lulut Widyaningrum, M. Pd.

NIP. 19800803 200901 2 010

RATIFICATION



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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title : Investigating Students' Participation in WhatsApp-mediated
Extending English Learning
Name : Husna Amalia
Student Number : 1703046058
Department : English Education

had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 28th September 2022

THE BOARD OF EXAMINERS

Chairperson,

Lulut Widyaningrum, M.Pd.

NIP. 19800803 200901 2 010

Secretary,

Nadiah Ma'mun, M.Pd

NIP. 19781103 200701 2 016

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Sayyidatul Fadilah, S.Pd.I, M.Pd.

NIP. 19810908200710 2 001

Examiner II,

Dr. H. Siti Mariam, M.Pd

NIP. 19650727 199203 2 002

Advisor,

Lulut Widyaningrum, M.Pd.

NIP. 19800803 200901 2 010



DEDICATION

This thesis is dedicated to :

English Education Department of UIN Walisongo Semarang,
English lecturers and students of UIN Walisongo Semarang,
English Department students and the next researchers.

MOTTO

وَعَسَىٰ أَنْ تَكْرَهُهُوَ شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ

وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ

"But perhaps you hate a thing and it's good for you; and perhaps you love a thing and it's bad for you."¹

[Al-Baqarah: 216]

¹ Saheeh International-Riyadh, *The Qur'an*, ed. by Saheeh International (AbulQasim Publishing House (Al-Muntada Alislami), 1997).

ABSTRACT

Title : **Investigating Students' Participations In
Whatsapp-Mediated Extending English
Learning**

Author : Husna Amalia

Student Number: 1703046058

The aim of the study is to explain the students' off-task and on-task participation during an extending English learning through WhatsApp. So, the researcher did a study which used qualitative single case study approach to five undergraduate students of Islamic University in Semarang who have emotional relationship. The study used content analysis to categorize the postings based on the task type: off-task and on-task by numbering them with different colours. The study resulted that students' social interactions (off-task) were fluctuant and the on-task participations increased over three sessions. Though the intensity of the off-task participation didn't determine the on-task participation, but all the participants actively took part in both off-task and on-task participation.

Keywords : Instant Messaging; Language learning; Students' Participation; WhatsApp;

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8. For those who cannot be mentioned one by one, who have supported the researcher to finish this research
9. The Last is me, who has done my best to complete the thesis.

This work would not have been possible without the support of them all.

Semarang, 12 September 2022

The Researcher,

A handwritten signature in black ink, featuring a large, stylized 'H' and 'A' with a vertical line extending upwards from the 'A'.

Husna Amalia

NIM.1703046058

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CHAPTER I

INTRODUCTION

This chapter discussed several important points covering the background of the research, questions of the research, objective of the research, and significance of the research.

A. Background of the Research

As the increasing number of online learning worldwide, more than 114.163 education units in Indonesia have experienced taking a learning process in an online context ². The commonness of online courses increases concurrently with the concern about learners' academic achievement and their actual participations in the online learning process ³.

Based on the theories of Vygotsky (1980) about social learning perspective and Lave and Wenger (1991) about situated learning theory, then some researchers ⁴

² Kemendikbud, 'Persentase Proses Pembelajaran', <https://Sekolah.Data.Kemdikbud.Go.Id>, 2022.

³ Lin Luan and others, 'Exploring the Role of Online EFL Learners' Perceived Social Support in Their Learning Engagement: A Structural Equation Model', *Interactive Learning Environments*, 0.0 (2020), 1–12.

⁴ Elizabeth Stacey, Peter J. Smith, and Karin Barty, 'Adult Learners in the Workplace: Online Learning and Communities of Practice', *International Journal of Phytoremediation*, 25.1 (2004), 107–23; Fengfeng Ke and Christopher Hoadley, 'Evaluating Online

stated that active online participation is not only the process of active engagement in online activities but also involves social relations among others. Therefore, the researchers wrote in their articles, "active online participation is about students' intensity of posting and online commenting also their social connections and relations"⁵.

English as Foreign Language (EFL) learner needs social interactions both textually and orally to improve their English skills⁶. Social interactions will let students enjoy sharing ideas with others and then get more learning points in the learning discussions or activities⁷.

Learning Communities', *Educational Technology Research and Development*, 57.4 (2009), 487–510; Nick Pratt and Jenni Back, 'Using Communities of Practice as a Tool to Analyse Developing Identity in Online Discussion', *Learning, Media and Technology*, 38.3 (2013), 284–300.

⁵ Huda Suleiman, 'Huda Suleiman Al Qunayeer(2020)Exploring-Efl-Learners-Online-Participation-in-Online-Peer-Writing-Discussions-through-a-Facebook-Group2020Journal-of-Information-Technology-Education-ResearchOpen-Access.Pdf', 19 (2020), 671–92.

⁶ Yen Chen Yen, Huei Tse Hou, and Kuo En Chang, 'Applying Role-Playing Strategy to Enhance Learners' Writing and Speaking Skills in EFL Courses Using Facebook and Skype as Learning Tools: A Case Study in Taiwan', *Computer Assisted Language Learning*, 28.5 (2015), 383–406.

⁷ Mohd. Yusof Abdullah, Noor Rahamah Abu Bakar, and Maizatul Haizan Mahbob, 'Student's Participation in

The empirical study emphasized that social relation among learners would reduce their feeling of isolation which has been a challenging issue in the online learning context⁸. By developing the social relation among learners, especially the sense of community, students will be able to conduct the distanced learning process and reduce the tendency of dropping out from the online course. While the online learners' sense of community can be developed from online participations⁹. In other words, students' participation in online courses is important to maintain the learning process among physically distanced and not directly communicate with each other.

Yet, the only place for students to learn English is a school where traditional classrooms are mostly implemented. The opportunities or chances of social interactions in EFL traditional classroom learning are

Classroom: What Motivates Them to Speak Up?', *Procedia - Social and Behavioral Sciences*, 51, December (2012), 516–22.

⁸ Rebecca A. Croxton, 'The Role of Interactivity in Student Satisfaction and Persistence in Online Learning', *Journal of Online Learning and Teaching*, 10.2 (2014), 314–25.

⁹ Janine Delahunty, Irina Verenikina, and Pauline Jones, 'Socio-Emotional Connections: Identity, Belonging and Learning in Online Interactions. A Literature Review', *Technology, Pedagogy and Education*, 23.2 (2014), 243–65.

restricted or almost lacking¹⁰. This case suggested more space for creating learners' interactions. In this digital era, Instant Messaging (IM) has great potential for educational purposes because it allows the users to "talk" each other at the same time while being physically distancing. An example of a popular IM application used especially by Indonesians is WhatsApp. It can be used to have both individual and group communication. Moreover, the users are facilitated a quick and interactive multimedia exchange of Information, either in one-to-one or in closed-group interactions in real-time¹¹.

The use of WhatsApp as a learning tool has been studied by some previous researchers like Kartal who evidenced that WhatsApp can improve EFL's or ESL's the four language skills: listening, speaking, reading, and writing because it effectively increases motivation, language attitude increases interactions and lowers

¹⁰ Jenefer Philp, Susan Walter, and Helen Basturkmen, 'Peer Interaction in the Foreign Language Classroom: What Factors Foster a Focus on Form?', *Language Awareness*, 19.4 (2010), 261–79.

¹¹ Roberta Biolcati, 'La Vita Online Degli Adolescenti: Tra Sperimentazione e Rischio', *Psicologia Clinica Dello Sviluppo*, 14.2 (2010), 267–97.

language anxiety¹². It was strengthened by the Andújar-Vaca & Cruz-Martínez's paper in 2017. They studied the use of WhatsApp to develop oral skills, and it resulted that WhatsApp provided an environment where the students can ubiquitously negotiate meaning¹³. While the use of WhatsApp in reading skills has been conducted by Plana that students' high level of satisfaction and their willingness to read in English increased because WhatsApp had a positive impact on their reading habits¹⁴. In another paper, Akyldiz and his friend did a study using WhatsApp to support EFL reading comprehension skills with Turkish early secondary learners. The study aimed to find the impact of reading tasks delivered through WhatsApp on students' English reading

¹² Galip Kartal, 'What ' s up with WhatsApp ? A Critical Analysis of Mobile Instant Messaging Research in Language Learning To Cite This Article : Messaging Research in Language Learning . International Journal of Contemporary What ' s up with WhatsApp ? A Critical Analysis', *International Journal of Contemporary Educational Research (IJCER)*, 6.2 (2019), 352–65.

¹³ Alberto Andújar-Vaca and Maria Soledad Cruz-Martínez, 'Mobile Instant Messaging: Whatsapp and Its Potential to Develop Oral Skills', *Comunicar*, 25.50 (2017), 43–52.

¹⁴ Mar Gutierrez-colon Plana and others, 'Improving Learners ' Reading Skills through Instant Short Messages : A Sample Study Using WhatsApp Global Perspectives on Computer-Assisted Language Learning Improving Learners ' Reading Skills through Instant Short Messages : A Sample Study Using WhatsApp', *IV World CALL Conference*, September, 2013, 10–13.

comprehension and students' views during the learning process. In the end, the study resulted that students perform positive attitudes when using WhatsApp to enhance their reading comprehension skills¹⁵. A positive result has also been found in Awada's research that used WhatsApp to support critique writing skills and increased EFL university students' motivation ¹⁶. Yavuz did another paper about WhatsApp in 2016. He used WhatsApp to support students' listening and pronunciation skills even though there was no significant difference in results between an experimental and control group; he suggested WhatsApp as a tool to increase students' homogeneity in their interaction ¹⁷. Nevertheless, the students who often did not participate actively in an online classroom became the most frequent problems highlighted in the

¹⁵ Seçil Tümen Akyıldız and Vildan Çelik, 'Using WhatsApp to Support EFL Reading Comprehension Skills with Turkish Early Secondary Learners', *Language Learning Journal*, 0.0 (2021), 1–17.

¹⁶ Ghada Awada, 'Effect of Whatsapp on Critique Writing Proficiency and Perceptions toward Learning', *Cogent Education*, 3.1 (2016), 1–25.

¹⁷ Fatih Yavuz, 'Do Smartphones Spur or Deter Learning: A WhatsApp Case Study', *International Journal of Educational Sciences*, 15.3 (2016), 408–15.

online learning process¹⁸. Thus, related to the problem of students' inactivity, the importance of students' cognitive and social interaction also the need of providing an out-class course in language learning, the researcher would like to investigate the students' on-task and off-task interaction in an online language learning

B. Research Questions

Based on the background of the study, the researcher formulated the problem of the research as follows :

1. How is the students' off-task participations in WhatsApp mediated extending English learning?
2. How is the students' on-task participations in WhatsApp mediated extending English learning?

C. Objective of the Research

Regarding the research questions above, the aims of the study are as follows :

1. To explain the students' off-task participations in WhatsApp mediated extending English learning

¹⁸ Suat Kaya, 'The Factors Predicting Students' Participation in Online English Courses', *Eurasian Journal of Educational Research*, 2021.91 (2021), 301–20; Abdullah, Bakar, and Mahbob.

2. To explain the students' on-task participations in
WhatsApp mediated extending English learning

D. Significances of the Research

By using this research, there were two significances which the research expected that the findings might be useful for the following parties :

1. Theoretical Significance

The result of the research expects to be a reference in improving students' skill of English.

- 1.1 To the teachers

Hopefully, this study can be a reference in the English learning process that learning process doesn't limit by face-to-face classroom or interaction.

It will help the teacher to see the importance of students' social interaction within the cognitive interaction

- 1.2 To the students

This study provides information about the students' interaction in an online course. Beside that, this study is also expected to support the students to realize the importance of social interaction in an English course so

that the students' motivation to actively participate in a discussion will increase.

1.3 To the next researchers

Hopefully, this study will be a useful reference and will be continued by other researchers whose results are better and more informative to support the development of research and education.

E. Limitation of the Research

This study focused on the intensity of students' participation in the extending language learning of EFL students who used WhatsApp as the learning media. Since the study was conducted in a limited time, the participants chosen are those who already have an emotional relationship before the extending English course.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter described the related literature that has contributed to this research, including some previous research, theoretical review, and conceptual framework.

A. Review of Previous Studies

Investigating students' participations in the discussion of mobile-assisted language learning (MALL) is not a new case. Some researchers have discussed this topic. Therefore, in the process of writing this research, the researchers used some theoretical background and previous research as follows:

Firstly, Huda Suleiman Al Qunayeer in 2020 studied EFL learners' participations in online discussion through a Facebook group entitled Exploring EFL Learners' Online Participations in Online Peer Writing Discussions Trough a Facebook Group. The study came from the concern about the issue of isolation among online learners who were physically distanced during the learning process. There were only a few who knew about the role of Facebook in facilitating students' online participations to overcome the issue of isolation among

distanced learners. Because of that, Suleiman explored the online participations of nine Arab learners in writing discussion through a Facebook group over three months of study and saw how the students in the course thought the role of Facebook-facilitated peer discussion in increasing their online participations. The research which the Facebook group was instructed by two mentors used a case study approach and content analysis of participants' interaction. Moreover, it was provided with simple descriptive statistics, including the number and the percentage of learners' patterns interactions: on task, around task, and off-task. Finally, the result indicates that the learners actively participate in active online participations which was evidenced by the increasing intensity of participations in terms of on-task, around-task, and off-task. Although the off-task participations didn't contribute directly to the task, it served the ties and bonds, so they felt connected through friendships and social ties. It also lets the students committed to their online learning which was conducted beyond the classroom. However, the course instructor facilitated the learners' online participations by guiding students to pass the process, inviting students to take part in the group discussions, focusing the discussions on particular issues,

and offering feedback. On the other hand, the students viewed the course as a positive experience¹⁹.

Secondly, A journal entitled Extending Language Learning Beyond the EFL Classroom through WhatsApp was conducted by Elsa Tragant, Angels Pinyana, Jessica Mackay, and Maria Andriana in 2021. The paper talked about the use of WhatsApp, one of the popular instant messages, as a powerful language learning tool because it supports the promotion of students' and teachers' interaction. The use of Whatsapp also supports an everywhere-learning which is an alternative in this Covid-19 pandemic. The study took place at an online course beyond the EFL classroom with 23 participants who regularly sent the tasks during the intensive summer course. The messages analyzed then produced posts of on-task messages responses to the teacher-initiated tasks. In the course, students voluntarily practiced and engaged in real communication through the target language outside class time. Even the students' engagement in performing the tasks reached a high level. Qualitative-longitudinal

¹⁹ Huda Suleiman, 'Huda Suleiman Al Qunayeer(2020)Exploring-Efl-Learners-Online-Participation-in-Online-Peer-Writing-Discussions-through-a-Facebook-Group.2020.*Journal-of-Information-Technology-Education-Research*.Open-Access.Pdf', 19 (2020), 671–92

analysis of the data shows that students' participations fluctuated across the tasks and was generally lower in the second part of the course. The WhatsApp group was used to communicate informally too by students and teachers. These off-task conversations with primarily relational functions resulted in the increasing rates of learners' participation time by time during the course. It was contrary to the on-task messages. Despite the spontaneous and symmetrical interactions with more presence of the textese sometimes, the instant messaging (both on-task and off-task) was equally productive in engaging students to use the target language (English) beyond the classroom²⁰.

Thirdly, there was a study in 2019 entitled "WhatsApp-Mediated Language Teachers' Reflection of Classroom Practice: Experience of Indonesian Context.". Due to evaluation is crucial to develop teachers' competence, it was needed to assess and examine their teaching practice regularly. Moreover, teachers do not only engage in reflective practice conventionally, but also technology-oriented tools. That's why the writer

²⁰ Elsa Tragant and others, 'Extending Language Learning beyond the EFL Classroom through WhatsApp', *Computer Assisted Language Learning*, 0.0 (2020), 1–30.

examined reflective practice of language teachers which was mediated by WhatsApp application. WhatsApp is the most successful messaging application in global scale which cause people in all ages widely use it, including Indonesian teacher. They used WhatsApp for educational purposes such as sharing, communicationg, and exchanging information. The paper that Agus Prayoga and Lulut Widyaningrum wrote used a qualitative case study because it allows the writers to explore the process, activities, and events in depth within a specific period so that the detail can be used to answer the question of how and why. The goal of the study was to explore teachers' online collaboration of online community through WhatsApp and addressed the topics mostly reflected in the classroom practiced, also the challenges or peoblem faced by teachers in writing reflection. As proposed by Brook, Wong and Yu, the researchers limited the reflection topics: Classroom management, general teaching Approaches, Rationale for specific teaching approaches, students' responses, teacher and students relationship, classroom interaction, teacher decision making, and students' specific problems. Since it used qualitative approach, the reflections are explained in narrative process in the form of chat message of teaching

reflection of classroom practice which was written collaboratively by teachers. There were six teacher (three female and three male) of Intensive Language Program of Islamic university in Semarang participated in the study. The source of the data collected from various sources namely 1) classroom practice's reflection entries which were written in WhatsApp group application and 2) record interview. The reflection was written by teachers in a WhatsApp group made by researchers and the others would give feed-back freely. Then, a semi-structured interview protocol was designed to interview teachers and record their opinions on writing reflection of their classroom practice over sixteen meetings of the course. Finally, 537 chats written showed a beneficial result which might give benefit language program or teacher professional development by suggesting teachers to collaboratively learn from online reflection though it could not be generalized to bigger number of teacher's population. In other side, the writing of reflection mediated by WhatsApp gives option for reflective practice implementation²¹.

²¹ Lulut Prayogo, Agus; Widyaningrum, 'WhatsApp-Mediated Language Teachers' Reflection of Classroom Practice: Experience of

B. Theoretical Review

This theoretical review serves as the explanation of online learners' participation and WhatsApp-mediated extending language learning

1. Students' Participations

Participations has been discussed as an intrinsic part of learning. Previous research showed participations as interaction with peers and teachers that has a positive effect on understanding learning materials, grades, and quality assessment of assignments. However, online participations is a key for driving a learning²². Online participations takes the learners into some advantages like a positive effect on learning, satisfaction, and retention. As online participations, cooperative interactional learning among learners has a significant positive impact on achievement. Moreover, it concluded that the greater interaction among the learners, the more beneficial outcome.

Indonesian Context', *Linguistics, Indonesia Journal of English Language Teaching and Applied*, 4.1 (2019) <www.ijeltal.org>.

²² Stefan Hrastinski, 'What Is Online Learner Participation? A Literature Review', *Computers and Education*, 51.4 (2008), 1755–65.

On the other side, some researchers stated that online learning is successfully accomplished when the learners participate and collaborate actively. It was evidenced with an empirical study of 1406 online learners at the State University of New York that learning effectiveness were: learners' interaction with the teacher; comparison of participationss level and the classroom; and interaction with classmates. When students only receive posted material then send the individual task, learning results are poorer than in the traditional classrooms. Also, online participations doesn't depend on the number of contributed postings only, but the perceived learning, grades, test, and the quality of performances and assignments.

Wenger (1998) conceptualized online participations as taking part or sharing with others in some activities, enterprises, etc.²³. So, the definition of online learner participations is "a process of learning by taking part and maintaining relations with others. It is a complex process comprising doing, communicating, thinking, feeling, and belonging

²³ Stefan Hrastinski, 'A Theory of Online Learning as Online Participation', *Computers and Education*, 52.1 (2009), 78–82.

which occurs both offline and online." ²⁴. From the definition, we get that students' online and offline participations is measured by how the students communicate with the teacher and classmates, think and do the task, and feel and belong to the class during the learning process. Thus, it is important to see the numbers of students' meaningful postings to know how the students join in the dialogues for engaged and active learning²⁵. The students' postings that focus on the learning activity are regarded as on-task interaction. In other words, on task is the students thinking and doing of the task so that it is considered as determining factor in student's achievement. In comparison, off-task contains the students' comments focusing on a socio-emotional aspect of online learning where they can break from the pedagogical activity²⁶. Off-task participations includes the students

²⁴ Hrastinski, 'What Is Online Learner Participation? A Literature Review'.

²⁵ Selma Vonderwell and Sajit Zachariah, 'Journal of Research on Technology in Education Factors That Influence Participation In Online Learning', *Journal of Reserach on Technology in Education*, Participation, 2015, 37–41
<<https://doi.org/DOI: 10.1080/15391523.2005.10782457>>.

²⁶ Huda Suleiman, 'Huda Suleiman Al Qunayeer(2020)Exploring-Efl-Learners-Online-Participation-in-Online-Peer-Writing-Discussions-through-a-Facebook-

talking to their classmates or teacher, playing with other objects, and other things out of the tasks²⁷. By having off-task interactions, students' belonging to the class and students' intimacy will grow during the learning process so that they will enjoy getting involved in the dialogue or discussion. Castrillo et al., when having to produce an essay as part of a distance learning course, found students' interaction in three contexts: during social conversations, when completing the writing tasks; and during the off-task conversation. So, the writer concluded that "students didn't only use the written chat for completing the task but also supporting each other and building relationship in the group"²⁸.

Group.2020.*Journal-of-Information-Technology-Education-Research*.Open-Access.Pdf, 19 (2020), 671–92

²⁷ Vagner Beserra, Miguel Nussbaum, and Macarena Oteo, 'On-Task and Off-Task Behavior in the Classroom: A Study on Mathematics Learning With Educational Video Games', *Journal of Educational Computing Research*, 56.8 (2019), 1361–83.

²⁸ María Dolores Castrillo, Elena Martín-Monje, and Elena Bárcena, 'Mobile-Based Chatting for Meaning Negotiation in Foreign Language Learning', *Proceedings of the 10th International Conference on Mobile Learning 2014, ML 2014*, 2014, 49–58.

2. WhatsApp Mediated Learning

Instant Messaging (IM) is a good potential media in conducting distance learning as an alternative to a face-to-face meeting in this Covid-19 era. Instant Messaging offers real-time text transmission via internet with low-cost or free social chat. The most popular IM worldwide as of 2021 is WhatsApp, with nearly two billion active users every month. Significantly, there are almost 78.50 million users in Indonesia, and it is projected to reach 83.86 million users in 2025²⁹. WhatsApp is a cheap alternative to text messaging, especially for international or group messaging. The users of WhatsApp are able to share text, image, audio, video, and support to a video call. This case offers WhatsApp as a platform for the teachers to extend language learning which enables the students to communicate with peers using the target language. The previous researchers, Bouhnik, Deshen, and Gan (2014) stated that WhatsApp is appropriate to be used for academic purposes since it facilitate quick and interactive multimedia exchange

²⁹ Statista, 'WhatsApp Statistic', *<https://www.statista.com>*, 2022, p. WhatsApp-Statistics & Facts.

of information either in peer or group interaction. The use of WhatsApp for academic purpose also give other benefits like increasing motivation to foster collaboration or interaction ³⁰, providing social interaction and a sense of belonging ³¹, boosting interaction and establishing peer assessment ³². Based on another research³³, WhatsApp enabled students to understand others and be understood, also change the teacher role from a corrector or provider of feedback to facilitator of conversation and provider of a native-like model. The study also mentioned that Spanish students get that WhatsApp activities were enjoyable and were willing to repeat the experience (Mistar & Embi, 2016). It gives a high level of confidence and

³⁰ Karen Church and Rodrigo De Oliveira, ‘What’s up with WhatsApp? Comparing Mobile Instant Messaging Behaviors with Traditional SMS’, *MobileHCI 2013 - Proceedings of the 15th International Conference on Human-Computer Interaction with Mobile Devices and Services*, 2013, 352–61.

³¹ O’Hara, Kenton, Michael Massimi, Richard Harper, Simon Rubens, and Jessica Morris, ‘Everyday Dwelling with WhatsApp’, *Proceedings of the ACM Conference on Computer Supported Cooperative Work, CSCW*, 2014, 1131–43

³² Çetin Güler, ‘Use of WhatsApp in Higher Education What’s Up with Assessing Peers Anonymously?’, *Journal of Educational Computing Research*, 55.2 (2017), 272–89.

³³ Castrillo, Martín-Monje, and Bárcena.

interest to the majority of students ³⁴. As written above, when Castrillo did a study by Whatsapp as a writing tool, then was having to produce an essay, she found that students' interaction in WhatApp triggered examples of negotiation in three contexts: (1) during social conversations, (2) while completing the task, (3) during off-task conversations. Thus, she concluded that students did not only use the written chats in WhatsApp for completing the task and constructing knowledge but also supporting their classmates and vice versa to build relationships in the class group. ³⁵.

The use of WhatsApp as a medium for conducting an outside class has been studied by some researchers as a solution to the limited time of production skills and the difficulty of students' peer communication in the language class. Some of the researchers are Garcia-Gomez and Maiz-Arevalo, who conducted in an outside language class in the context of the content course and followed a discourse

³⁴ Plana and others.Plana and others.

³⁵ Castrillo, Martín-Monje, and Bárcena.

pragmatic perspective ³⁶. Although we have to be aware of intercultural miscommunications ³⁷, the use of WhatsApp as a language learning tool bring out a significant increment of cognitive ³⁸ and emotional engagement ³⁹.

C. Conceptual Framework

Online participations was used to describe the interaction among EFL students in an online language

³⁶ Antonio García-Gómez, 'Learning through WhatsApp: Students' Beliefs, L2 Pragmatic Development and Interpersonal Relationships', *Computer Assisted Language Learning*, 0.0 (2020), 1–19; Carmen Maíz-Arévalo, "'Small Talk Is Not Cheap': Phatic Computer-Mediated Communication in Intercultural Classes', *Computer Assisted Language Learning*, 30.5 (2017), 432–46; Antonio García, 'Fallos de Comunicación Intercultural e Interpersonal: Analizando Las Interacciones Hostiles Entre Universitarios Británicos y Españoles En WhatsApp', *Intercultural Pragmatics*, 17.1 (2020), 27–51.

³⁷ Antonio García-Gómez, 'Learning through WhatsApp: Students' Beliefs, L2 Pragmatic Development and Interpersonal Relationships', *Computer Assisted Language Learning*, 0.0 (2020), 1–19; Carmen Maíz-Arévalo, "'Small Talk Is Not Cheap': Phatic Computer-Mediated Communication in Intercultural Classes', *Computer Assisted Language Learning*, 30.5 (2017), 432–46; Antonio García, 'Fallos de Comunicación Intercultural e Interpersonal: Analizando Las Interacciones Hostiles Entre Universitarios Británicos y Españoles En WhatsApp', *Intercultural Pragmatics*, 17.1 (2020), 27–51

³⁸ Carmen Maíz-Arévalo, "'Small Talk Is Not Cheap': Phatic Computer-Mediated Communication in Intercultural Classes', *Computer Assisted Language Learning*, 30.5 (2017), 432–46

³⁹ Castrillo, Martín-Monje, and Bárcena. Castrillo, Martín-Monje, and Bárcena; Maíz-Arévalo.

learning which this present study took a case of an extending course. The platform of the online language course was WhatsApp, which provided the learners with real-time text transmissions and enabled them to share video, image, text, and audio. The course would be conducted every day at a particular time with discussions about some topics.

This research was conducted based on Wenger's theory about online learner participations, which stated that active online participations can be seen by the learners' intensity of posting and commenting and how's their social connections and relations. Because of that, the present research studied both pedagogical and social postings. But, unlike other research on WhatsApp learning, which resulted a detail analysis of specific features like senses of humor⁴⁰, conflict talk⁴¹, textese

⁴⁰ O. Cruz-Moya & A. Sanchez-Moya, 'Humour in Multimodal Times: Insights from Online Interactions among Senior Users of a WhatsApp Group', *Internet Pragmatics*, 2020O. Cruz-Moya & A. Sanchez-Moya, 'Humour in Multimodal Times: Insights from Online Interactions among Senior Users of a WhatsApp Group', *Internet Pragmatics*, 2020.

⁴¹ Antonio García-Gómez, 'Learning through WhatsApp: Students' Beliefs, L2 Pragmatic Development and Interpersonal Relationships', *Computer Assisted Language Learning*, 0.0 (2020), 1–19; Carmen Maíz-Arévalo, "'Small Talk Is Not Cheap": Phatic

⁴² , and phatic communication ⁴³ the present study examined the variety of chat-based conversations according to task type: on-task, off-task, with special attention to the changes of participations over time.

Computer-Mediated Communication in Intercultural Classes’, *Computer Assisted Language Learning*, 30.5 (2017), 432–46; Antonio García, ‘Fallos de Comunicación Intercultural e Interpersonal: Analizando Las Interacciones Hostiles Entre Universitarios Británicos y Españoles En WhatsApp’, *Intercultural Pragmatics*, 17.1 (2020), 27–51

⁴² Alfonso Sánchez-Moya and Olga Cruz-Moya, ‘Whatsapp, Textese, and Moral Panics: Discourse Features and Habits Across Two Generations’, *Procedia - Social and Behavioral Sciences*, 173 (2015), 300–306.

⁴³ Carmen Maíz-Arévalo, “‘Small Talk Is Not Cheap’”: Phatic Computer-Mediated Communication in Intercultural Classes’, *Computer Assisted Language Learning*, 30.5 (2017), 432–46

CHAPTER III

RESEARCH METHOD

This chapter discussed research design, research setting, source of data, and technique of collecting data, instruments, and data analysis used in the present study.

A. Research Design

Research design is a logical sequence connecting the study's empirical data to the initial research questions and finally to the conclusions. The current study used a qualitative single-case study approach due to the researcher focused on a single variable, students' participations. A case study was selected since the researcher would like to investigate and understand the students' participations within its real-world context in an outside classroom ⁴⁴. While Qualitative used for the research because it explored and understood the individual and group meaning related to a social or human problem narratively. Then, it would be framed to use words rather than numbers⁴⁵. Therefore, the study aimed to describe

⁴⁴ Robert K. Yin, *Case Study Research : Design and Methods*, Fifth (SAGE, 2014).

⁴⁵ John W. Creswell, *Research Design Qualitative, Quantitative, and Mix Methods Approach (Third Edition)*, SAGE (SAGE, 2009).

better and understand learners' development of an *online learning community* based on their interactions in the postings as participations in online language learning beyond the classroom context. Fengfeng defined online learning community as a virtual learning environment which the learning occurs outside of the face-to-face contact, typically online. Further, he stated that online learning community is a developed activity system of a group of learners which was unified by the same cause and enabled by supportive virtual environment, engage in collaborative learning inside an atmosphere of trust and commitment⁴⁶.

In the study, the researcher wasn't merely a passive observer but took part as a teacher or instructor of the students' interactions who made the WhatsApp group, gave feedback and addressed students to have discussion. Meanwhile, the tasks given were voluntary and mostly independent of the formal college's syllabus.

Beside using qualitative method, the researcher would also quantify learners' interaction commenting patterns,

⁴⁶ Fengfeng Ke and Christopher Hoadley, 'Evaluating Online Learning Communities', *Educational Technology Research and Development*, 57.4 (2009), 487–510

which were identified qualitatively to describe the intensity of students' participations during the learning process.

B. Source of Data

The data was collected from the chats of the member of the extending class through WhatsApp that explored the member's participations based on task type: on-task and off-task.

C. Research Setting

This research conducted in *Lembaga Studi Bahasa* as a unit activity student of the Faculty of Education and Teacher Training of Islamic university in Semarang. There, the researcher explored EFL learners' participations during extending online learning process. The research participants were chosen because they were EFL interested in English, so they all were fully volunteers. Remember that learners' emotional relationship was important as they were connected through friendship and social ties⁴⁷, and it was a factor to success of any online learning

⁴⁷ 'Huda Suleiman Al Qunayeer(2020)Exploring-Efl-Learners-Online-Participation-in-Online-Peer-Writing-Discussions-through-a-Facebook-Group.2020.*Journal-of-Information-Technology-Education-Research*.Open-Access.Pdf', 19 (2020), 671–92

community⁴⁸ ; the participants consisted of five undergraduate students of Islamic State University in Semarang who already have an emotional relationship before the extending class. The researcher took them as the objects of the study because they were non-native English speakers who are learning English as a foreign language. Additionally, the small number of participants increased the quality of interaction as it increased the learners-instructors or learners-learners interaction and the familiarity among them. Thus, the small number of participants were expected to promote a sense of community⁴⁹. Next, the study was done at 1st until 3rd of July 2022. The topic was done to be discussed in three sessions. First session was determining time, topic discussion, and also brief definition about the topic. While the second and third sessions were talking about the development of the topic.

⁴⁸ Alexandra L. Whittaker, Gordon S. Howarth, and Kerry A. Lymn, 'Evaluation of Facebook© to Create an Online Learning Community in an Undergraduate Animal Science Class', *Educational Media International*, 51.2 (2014), 135–45.

⁴⁹ Alfred P. Rovai, 'Building Sense of Community at a Distance', *International Review of Research in Open and Distance Learning*, 3.1 (2002), 74–85.

D. Procedures of the Study

In the current study, the researcher was also an instructor of the course. Thus, there were some procedures in collecting data for the study. Those steps were as follow :

1. Asking permission to the participants

In this step, the learners (participants) were informed that online participations in the discussion of extending WhatsApp course would be used for research purposes. So taking permission as participants of the research was important. All the participant were asked for their permission through a google form.

2. Creating a WhatsApp group by an instructor and inviting learners to join it.

WhatsApp group becomes a space for us to have discussion and it made us discuss easily and freely.

3. Discussion on the Learning time

Due to the business of the participants and teacher that they had lecturers, tasks, works and so on, it was needed to have an agreement about the learning time or when the discussion started so that they could focus on participating English learning.

4. Discussion on Learners' need

Learners and teacher would discuss the needed material to learn or the difficult material related to English learning.

5. Selected Topic

The ending of the discussion was a selected topic that will be learned during the extending WhatsApp course.

6. Start the discussion

After determining the topic, a discussion about the topic was started with the instructor as a mentor who facilitates online participations. Here, the instructor also provided feedback to the difficulty of the discussion or gave answers for the difficult question.

7. Make Conclusion

At the end of every session, the participant must make conclusion or note about the discussed material.

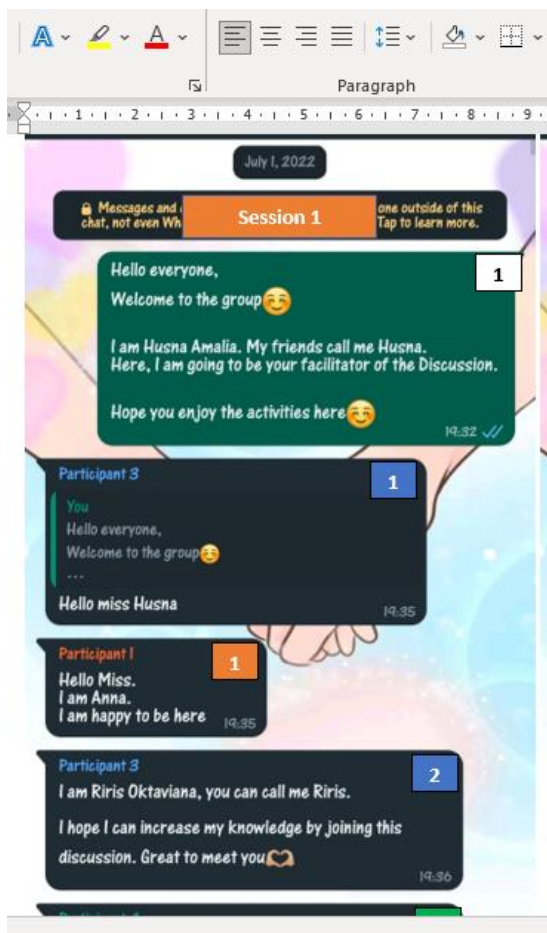
E. Method of Collecting Data

Due to the researcher's willing to see the students' participations in an online discussion, method that was used to collect the data was documentation.

In managing the data, this study firstly exported those chats into a Microsoft Office document. After that, the researcher highlights the off-task and on-task conversations by numbering them with different colors.

All the messages are numbered to ease quantifying the chats. Picture 1 and picture 2 were the examples of how the researcher managed the data collection. Every chat from the different participant would be signed by different color. Participant 1 was highlighted by orange, participant 2 has purple, participant 3 was featured by blue, participant 4 was signed by green, and the last participant was signed by yellow. While the off-task chats were numbered by white number and black number was for on-task chats. Moreover, the chats of the facilitator would be colored by black and white square. Black square with white number was for the on-task conversations and white square with black number was for the off-task conversations.

Picture 1. The example of numbering the conversation



Picture 2. The other example of numbering the conversations

The image shows a screenshot of a WhatsApp chat interface. At the top, there is a header bar with 'Font' and 'Paragraph' options. Below this is a status bar showing signal strength, time (19:48), and battery level. The chat background is a colorful, abstract pattern. The messages are as follows:

- Message 3 (Purple bubble, Participant 5):** I am interested with Subject-verb agreement. I am confused about it. I'll follow you all guys. Let's take itt. (19:48)
- Message 5 (Yellow bubble, Participant 5):** Yes, I still don't understand about the definition, can anyone help me? relax, we have Miss Husna 🤔 (19:48)
- Message 6 (Green bubble, Participant 5):** relax, we have Miss Husna 🤔. Nope. We have discussion. So let's learn together and discuss it. (19:48 ✓✓)
- Message 1 (Purple bubble, Participant 2):** Yes, I still don't understand about the definition, can anyone help me? Idk the definition. As I know, how we use Subject and Verb properly. Singular subject with singular verb, also for plural S with Plural V. (19:50)
- Message 1 (Green bubble, Participant 5):** Well, guys.. What do you know about Subject-Verb Agreement (SVA)? (19:50 ✓✓)

The messages are numbered 1, 3, 5, 6, and 1 from top to bottom. The numbers are placed in small colored boxes next to the messages. The chat interface also shows a 'Font' and 'Paragraph' menu at the top, and a status bar at the bottom.

F. Data Analysis

The data analysis method organized and classified data into patterns, categories, and basic unit descriptions. Data analysis in qualitative research was an ongoing activity that occurs throughout the investigation process rather than after the procedures.

Qualitative content analysis was initiated during the data collection since the literature indicated that learners' online participations was concerned with the content of learners' comments/postings. The analysis focused on the learners' comments regarding the foci: on-task and off-task, based on previous studies on online interactions through the instant messaging application⁵⁰. The first category referred to the comments focusing on the tasks, and the second category related to comments focusing on the socio-emotional aspects of online learning. The unit of analysis of learners' comments used in the study was the individual responses as means of their knowledge or idea to the tasks given by the instructors and the non-pedagogical feedback given by others. The pattern of the students' comments under these

⁵⁰ Lin Luan and others, 'Exploring the Role of Online EFL Learners' Perceived Social Support in Their Learning Engagement: A Structural Equation Model', *Interactive Learning Environments*, 0.0 (2020), 1–12; Tragant and others..

categories (on-task and off-task) also were quantified to measure the intensity of learners' participations individually. In measuring each learners' intensity in online participations, all the students' messages were calculated but the emoticons and stickers with no additional words doesn't include into the count. For the teacher's role in facilitating the discussion, it was taken into the count of on-task and off-task participations as it is known as formative feedback⁵¹. Moreover, the patterns of the participations provided are presented in the findings. Table 1 presented the number of comments by each individual learner over 7 sessions of the current study.

⁵¹ Maha Alghasab, Jan Hardman, and Zoe Handley, 'Teacher-Student Interaction on Wikis: Fostering Collaborative Learning and Writing', *Learning, Culture and Social Interaction*, 21.December 2018 (2019), 10–20.

Table 1. Learners' intensity of online Participations over three sessions.

Name	Session	On-task	Off-task	Sum
Facilitator	Session	38	36	74
Participant 1	I - III	19	15	34
Participant 2	July, 1 st - 3 rd	36	12	48
Participant 3	2022	36	30	66
Participant 4	Subject Verb	32	22	54
Participant 5	Agreement	35	26	61
Total		196	141	337

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the research finding and the discussion. The research finding, the discussion and the interpretation of the data answer the research questions which had been formulated. In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problems and elaborate on the findings with the existing theory.

A. Research Finding

The research findings provided for the research questions which described how was the EFL students' off-task and on-task participations in extending English learning which was mediated through WhatsApp.

1) The students' off-task participations in WhatsApp mediated extending English Learning

The researcher analyzed the chats from five undergraduate students who joined the group discussion. The group discussion was made to find the students' participations in extending online learning. The participations were analyzed by counting the intensity of each student in the learning process. The

chats or students' postings were categorized into off-task and on-task.

To answer the first question, the researcher analyzed the intensity of off-task participations. Table 2 presented students' off-task patterns in the online discussion, which was divided into three sessions

Table 2 Students' intensity of off-task participation over three sessions

Session	Off-Task
Session 1	41
Session 2	36
Session 3	64
Total	141

From the total 337 chats counted, there were 141 off-task chats in the discussion group. The chats included an introduction, discussing time and topic discussion, asking about others' conditions, talking about activities, thanking, and closing. The chats or interactions which was out of topic material included the off-task. An example of off-task conversation could be seen in picture 3, picture 4, and picture 5.

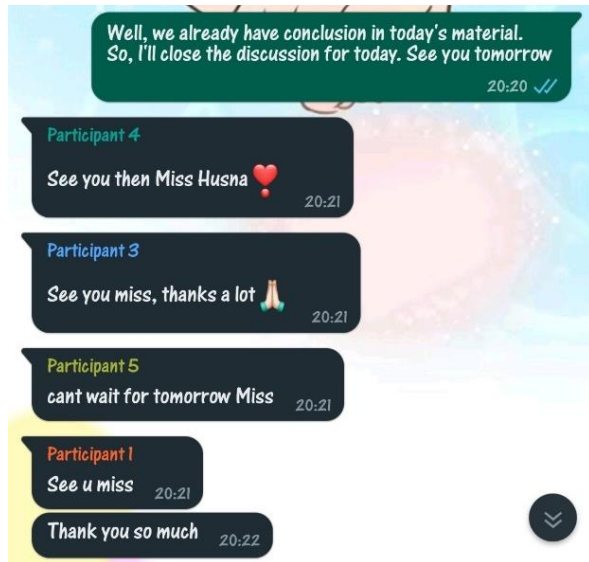
Picture 3. Introduction of facilitator and participants of the discussion



Picture 4. Facilitator asked participants' condition



Picture 5. Closing and Thanking to close the discussion



From table 2, it was found that the students' off-task participations fluctuated session by session. In the first session, where students talked about time and topic discussion, there were 41 chats of students' off-task participations. The detailed off-task intensity was in table 3 below.

**Table 3. The number of students' off-task
Participations in the first session**

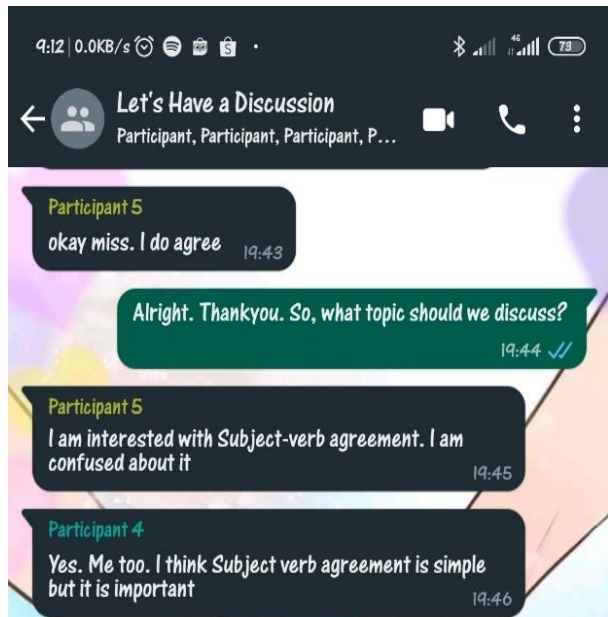
Name	Session	Off-task
Facilitator	Session I July, 1 st 2022 Time and Topic Discussion, also Brief Definition of the Topic	10
Participant 1		4
Participant 2		5
Participant 3		8
Participant 4		7
Participant 5		7
Total		41

When the facilitator opened the group discussion by introduction, all the participants or students took part in it well. Every student introduced themselves as participants in the group. Next, when they started to discuss about time discussion and all the participants gave their comments in it. Likewise, when the facilitator addressed them to talk about the topic discussion, one of the students gave her interested idea that was subject-verb agreement then the other students gave their opinion after. In addressing students in the discussion, the facilitator spent ten posting in the first session.

In comparison, the student who had the highest off-task intensity in the first session was participant 3.

The lowest intensity was participant 1. Furthermore, participant 4 and participant 5 had the same intensity of off-task chats.

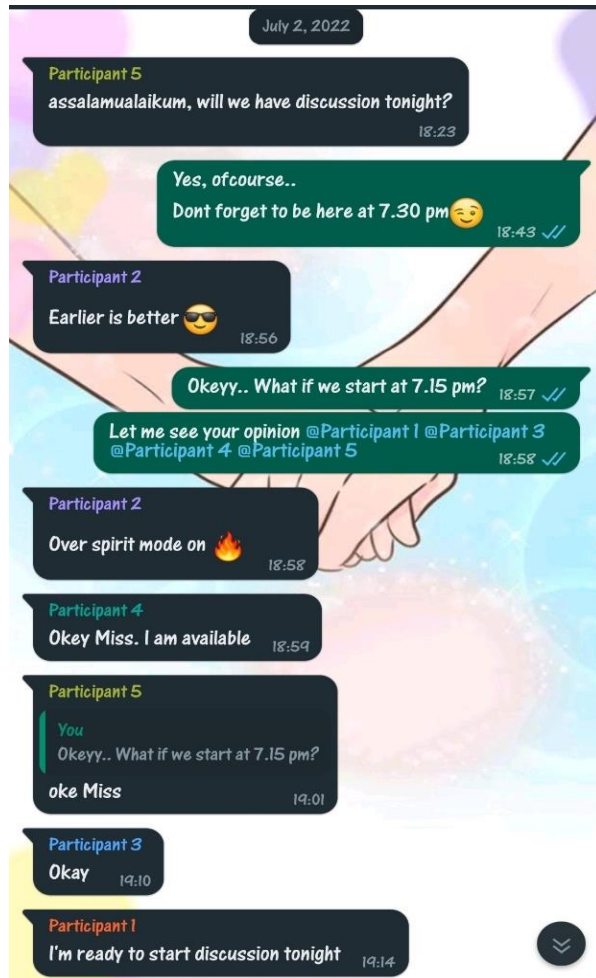
Picture 6. Facilitator addressed participants to determine topic discussion



Generally, the second session had a lower intensity of students' off-task participations. It was shown by the number students' posting, which decreased from the first session. In the second session, the facilitator and the students in the group discussed subject-verb agreements with a

prepositional phrase. Here, there were interactions between the facilitator before the discussion began. They talked about the time discussion, their readiness to have the discussion, and asking the conditions of every participant.

Picture 7. Students' and facilitator's interaction about the change of the time discussion



From picture 7, it was shown that the participants were enthusiastic. It was proved by the

chat of participant 5, who made sure of the discussion agenda, even participant 2 would like to discuss earlier and agreed by the other participant so that the discussion did fifteen minutes earlier than the arranged time.

The intensity of students' off-task participations in the second session was detailly showed by table 4 below

Table 4. The frequency of students' intensity in the session II

Name	Session	Off-task
Facilitator	Session II	11
Participant 1	July, 2 nd 2022	4
Participant 2	Subject Verb	4
Participant 3	Agreement with	5
Participant 4	Prepositional	6
Participant 5	Phrase	6
Total		36

In this second session, the facilitator did eleven postings of off-task types. Even though taking the highest number of off-task posting, the students' comments had not much different. Participant 1 and participant 2, the lowest intensity, had four comments which was the lowest intensity. Participant 3 who was in the middle, had five off-task postings. While

participant 4 and participant 5 that was in the highest number, posted six comments related to the off-task category.

In the last session, the third session showed an increase of students' off-task participations. If the total of off-task postings in the second session was thirty-six posts, the number of students' off-task participations in the third session was sixty-four. The cause of the high number of students' off-task participation in the third or last session was because the most prolonged discussion discussed the subject-verb agreement with the use of gerund and subject-verb agreement when the subject was about time. Besides that, because the students had been familiar with the two previous sessions, there were sixty-four off-task chats in this session. The detailed information about it would be shown in table 5.

Table 5. The intensity of students' off-task Participations in the third session

Name	Session	Off-task
Facilitator	Session III July, 3 rd 2022 Subject Verb Agreement	15
Participant 1		7
Participant 2		3
Participant 3		17

Participant 4	with every, some of, gerund and about time	9
Participant 5		13
Total		64

Among the sixty-four off-task postings, facilitator only had fifteen off-task comments. It was not the highest number of off-task posting in this session. Yet, the highest level of off-task participations was gained by participant 3. The lowest number of off-task participations was participant 2, who only had three off-task postings. Whereas the other students had various numbers of off-task participations. Participant 1 had seven postings about off-task participations. Participant 4 and participant 5 had nine and thirteen postings respectively.

The third session had pre-discussion interactions between the facilitator and the students. Due to a student's agenda, the facilitator asked the students to begin the discussion thirty minutes earlier than the arranged time. Fortunately, it was responded by all students well, so the discussion started at 7 pm, although the facilitator should invite the presence of participant 1 and participant 3 first (picture 9).

Picture 8. Facilitator's posting when asking to get discussion earlier



Picture 9. Facilitator invited the presence of the participants



After that, in the fourth off-task posting of the facilitator, she asked about every person's activity that was done on Sunday, which was a day off. Continued with a conversation about math, thanking and closing, it finally spent forty-nine of students' off-task participations in the third session.

2) The students' on-task participations in WhatsApp mediated extending English Learning

To answer the second question, the researcher analyzed 337 chats in the group named Let's Have a Discussion. Then after highlighting the chats by numbering them with different colors, the researcher got 196 on-task postings, including students' and facilitator's. Those chats were spread out over three sessions. The specific numbers of participants' on-task postings will be shown in table 6. Additionally, On-task participations were the comments or posts related to material or topic discussion. Since the agreed topic was subject-verb agreement, so on-task participations, in this case, were all the posting or conversation which talked about subject-verb agreement.

Table 6. Participants' intensity of on-task participation over three sessions

Session	On-Task
Session 1	48
Session 2	53
Session 3	95
Total	196

There was an increasing students' intensity of on-task participation session by session. In the first

session, there were only forty-eight chats. But in the second session, there were fifty-three chats, and in the last session, there were ninety-five chats. It means that there was an increase of five and forty-two in the second and third sessions respectively.

The first session was a session where the participants in the group discussed about the definition of subject-verb agreement, but of course, it was done after they agreed on the time and topic of discussion. Firstly, the facilitator asked the students to share what they knew about subject-verb agreement. The researcher also provided some examples to address students to have a better definition of subject-verb agreement. Then all students responded to those stimulations of the facilitator. Resulting forty-eight on-task chats in the session, the specific data of it appeared in table 7.

Picture 10. Facilitator asked students to share what they knew about subject-verb agreement

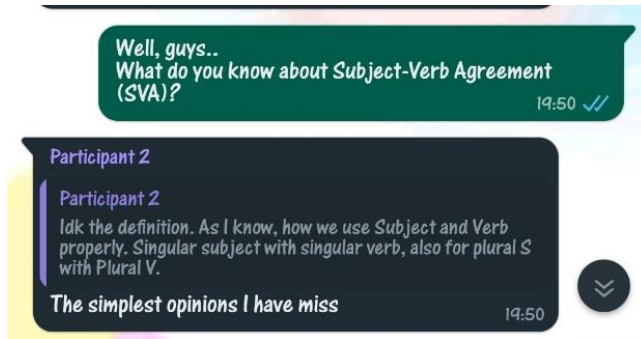


Table 7. Participants' intensity of on-task participation in the first session

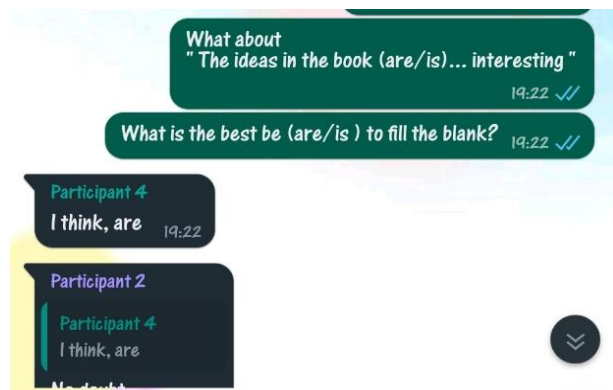
Name	Session	On-task
Facilitator	Session I	8
Participant 1	July, 1 st 2022	3
Participant 2	Time and	11
Participant 3	Topic	7
Participant 4	Discussion,	9
Participant 5	also Definition of the Topic	10
Total		48

Table 7 explains that the facilitator only had eight chats in the first session. Nevertheless, the other students had better participation, like participant 2, whose intensity was the highest. She had eleven posting of on-task types. Participant 5 placed the

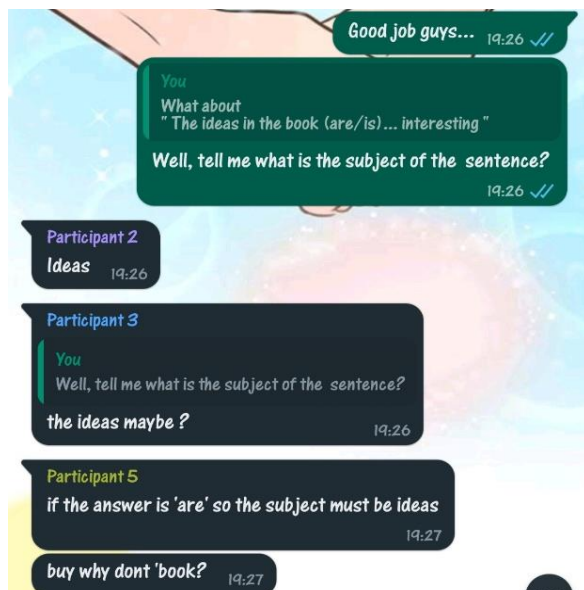
second position with ten posts, and participant 4 with only one difference, had nine on-task posts. On another side, there were also students with lower intensity than the facilitator, like participant 1 who had three on-task chats, and participant 3 with seven on-task chats. Although participant 3 had lower on-task intensity, she had only one difference with the facilitator's postings. So, in this session, the lowest intensity was participant 1.

On the next day, we have second session of discussion. From the total of eighty-nine chats in the second session, there were fifty-three on-task conversations related to subject-verb agreement, the agreed topic discussion. This second session talked about the subject-verb agreement with a prepositional phrase. To address the discussion, the facilitator provided a question like in picture 11 and picture 12.

Picture 11. The facilitator provided a question to start the discussion of the material



Picture 12. Facilitator's question to address the students' discussion



The facilitator's stimulations to address the discussion were responded well by all participants until the end of the discussion, the participants made a conclusion about the material. Moreover, in the fact not all participants had the same intensity during the on-task discussion as the table 8 below

Table 8. Participants' intensity of on-task chats in the second session.

Name	Session	On-task
Facilitator	Session II	11
Participant 1	July, 2 nd 2022	5
Participant 2	Subject Verb	10
Participant 3	Agreement with	8
Participant 4	Prepositional	9
Participant 5	Phrase	10
Total		53

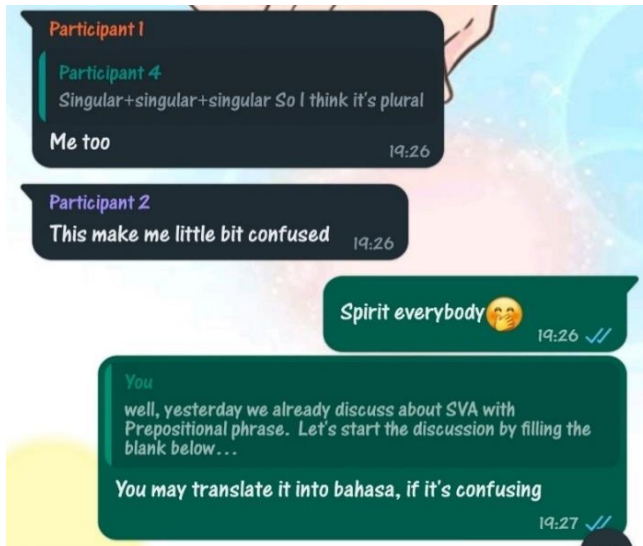
In the second session, the facilitator gave eleven on-task posts, which was the highest intensity. But on the other side, there were two students who did high intensity with ten on-task chats in this session. Those were participant 2 and participant 5. And again, participant 1 had the lowest intensity of on-task type with only five conversations. While participant 3 and participant 5 had only one difference in taking on-task

participation, with eight and nine postings, respectively.

As what had been written above, the last session was the session where the participants discussed the subject-verb agreement with the used of every, some off, gerund, and when the subject was about time. The reason why there were more sub-topics in the last session was that the students already felt more familiar with the discussion as it's been done twice before so that the students could enjoy the discussion.

The facilitator started a discussion by giving a question instead of telling the material directly, as like as in the previous session, because she wanted to let the students participate in the discussion actively. The facilitator also helped the participants when they were confused about the question or material (picture 13).

Picture 13. Facilitator helped the confused participants to find the answer.



Even though the facilitator made many conversations, but she didn't dominate the discussion. On the contrary, all the participants participated in varying numbers, as can be seen in table 9 and picture 14 when they made conclusion from the material of the session. The cause of the varying numbers of students intensity could be seen in the picture 14. Every participant responded differently to a facilitator's question like participant 5 and participant 3 who responded twice, but participant 2 only responded once. Of course, this case happened to the next conversation.

Picture 14. The participants made conclusion in the end of third session's discussion

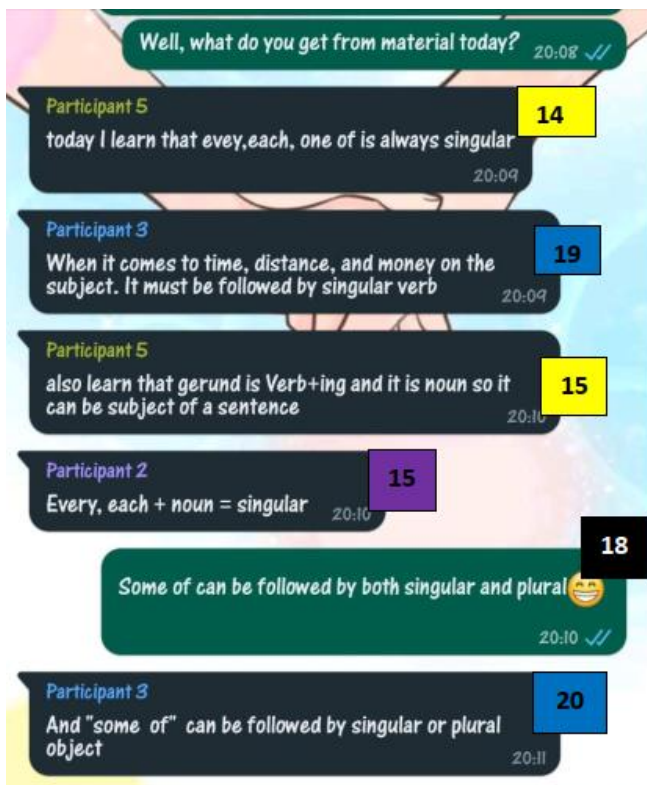


Table 9. Participants' intensity of on-task interactions in the third session

Name	Session	On-task
Facilitator	Session III	19
Participant 1	July, 3 rd 2022	11
Participant 2	Subject Verb	15

Participant 3	Agreement with every, some of, gerund and about time	21
Participant 4		14
Participant 5		15
Total		95

The data on the table told that there were seventy-six on-task chats of students in the ninety-five on-task chats in the last session. It consisted of participant 1 which had eleven chats, participant 4 which had fourteen chats, participant 2 and participant 5 which had fifteen on-task chats, and participant 3 with twenty-one chats. So this means that in the third session, participant 1 took the lowest level of on-task intensity and participant 3 had the highest number of on-task intensity.

B. Discussion

The purpose of this study was to explore the EFL students' online participation in discussion group as their interactional comments through a WhatsApp group. All the comments in the discussion group were categorized based on the task type: off-task and on-task. Off-task comments were comments which didn't relate to the discussed material. While the on-task comments were all comments which related to the discussed material. Specifically, the study aimed to answer two research

questions. Regarding to the first research question on the students' comments which didn't relate to subject-verb agreement, as the agreed topic discussion, the findings indicated that learners' intensity of off-task comments were actively participated in the online discussion by exchanging off-task comments in every session, although it showed fluctuating numbers over three sessions. Also, the number of every student's off-task participation varied because in a case, some students could respond to a facilitator's question once, twice, third and even didn't respond at all. In the other cases, students might respond to the other's off-task comment. As the off-task participation, they focused on social and emotional aspects such as socialization, friendship, and communication on personal matters.

For the second research question, contrary to the off-task participation, the intensity of students' on-task participation increased session by session. The students made more comments in the discussion of the second session and made the most comments in the last session, the third session. This means that students actively took part in the learning process, which might let the students have a better understanding of the topic discussion, the

subject-verb agreement. Moreover, the active interaction among participants in the discussion group reflects the good students' exchange support which was the most important element in online discussion explained by Vygotsky's social learning perspective in 1980⁵². In online learning, It was only through dialogues interactions, not monologue interaction, that students can support each other by exchanging information that helps them better understand the material⁵³. Thus, what students did by increasing their on-task intensity was how they involved themselves in the conversation, which defines their engagement in a meaningful dialogue.

The finding also confirms that online participation includes both students' interactions related to material (on-task) and social aspects (off-task), although the

⁵² 'Huda Suleiman Al Qunayeer(2020)Exploring-Efl-Learners-Online-Participation-in-Online-Peer-Writing-Discussions-through-a-Facebook-Group.2020.*Journal-of-Information-Technology-Education-Research*.Open-Access.Pdf', 19 (2020), 671–92; Janine Delahunty, Irina Verenikina, and Pauline Jones, 'Socio-Emotional Connections: Identity, Belonging and Learning in Online Interactions. A Literature Review', *Technology, Pedagogy and Education*, 23.2 (2014), 243–65.

⁵³ Janine Delahunty, Irina Verenikina, and Pauline Jones, 'Socio-Emotional Connections: Identity, Belonging and Learning in Online Interactions. A Literature Review', *Technology, Pedagogy and Education*, 23.2 (2014), 243–65Delahunty, Verenikina, and Jones.

intensity level of off-task wasn't proportional to the intensity level of on-task and vice versa. Another consequence of the finding is that WhatsApp is a social network that has been most often used in communication, and socialization can be beneficial as a platform for online learning especially supports the students' participation in group discussion since the learners can actively exchange information, asking the incomprehension, and exchange feedback. Additionally, WhatsApp allows the learners to receive and exchange comments with the facilitator because Whatsapp lets the learners to comment on a discussion post, comment on a specific post by using the reply feature, and exchange feedback. Therefore, WhatsApp can be an interactive learning environment, especially when learners would have a closed platform that is particularly designed for learners to interact or discuss material or tasks beyond the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the researcher's suggestions for the teachers, learners, and other researchers who are going to conduct similar research.

A. Conclusion

The conclusion is based on findings and discussion in the previous chapter. There are several points from the research related to EFL students' online participation in WhatsApp-mediated extending English learning, which was categorized based on task type: on-task and off-task. The following points are the conclusion of the research.

The current study aimed to answer two main research questions, namely, students' off-task participation and students' on-task participation. Concerning the first research question, the finding indicates that the students' social interactions (off-task) were fluctuant. It decreased from the first session to the second session but increased in the third session. The off-task participations were social and emotional comments as like as opening, asking about personal matters, someone's activity or condition, compliments, and so on.

Regarding the second research question, the students' on-task participation increased from session to session. The on-task participations serve as a space for students to focus on the topic material by question-response exchange, sharing ideas, clarifying intention and suggestion.

Though the intensity level of off-task didn't proportionate to the on-task intensity and vice versa, but all the students took part in both off-task and on-task participation. Furthermore, the online participation involve participants' off-task comment, the ties and bonds of the learners, so that the learners could enjoy and feel committed to the extending online learning (beyond the classroom). However, WhatsApp can be used as a recommended online discussion platform due to its features which enable learners to exchange feedback or information easily.

B. Suggestion

There are some suggestions given by the researcher related to the research and hopefully, these are useful for:

1) English teachers

The result of the study indicates that online participation isn't merely on-task but also off-task

because building social interaction among students is important to make the students enjoy and commit in the learning process, much less learning beyond the classroom. On the other hand, the result also indicates that WhatsApp is recommended social media that can be used as an online learning platform, an alternative to face-to-face learning, because its features allow the students to exchange information, exchange feedback, reply to specific comments, and have a closed group discussion.

2) For the next researchers

The result of this study shows the use of WhatsApp as an online learning platform where students can do discussions. Because the present study focuses on the intensity of the students' online participation, the researcher would like to suggest the next researcher to replicate the study with a deeper analysis of the content of students' chats, such as the intent and emotion of the students in the chats.

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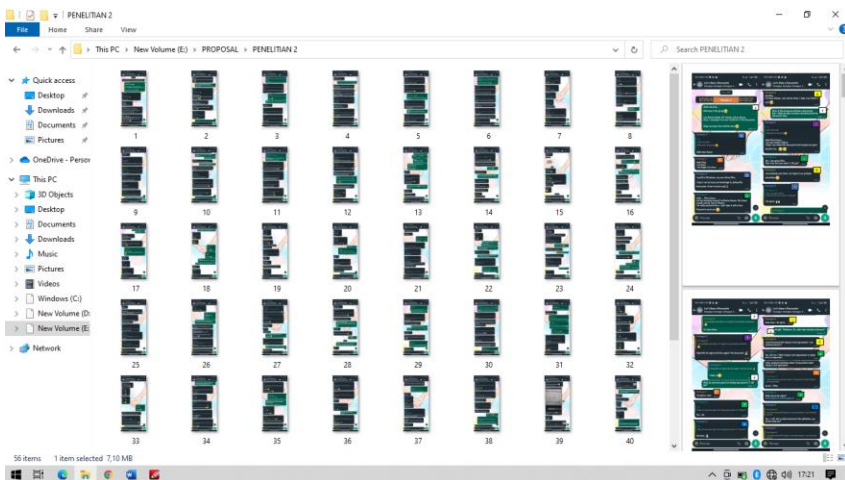
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APPENDICES

APPENDIX 1 . Participants' Permissions To The Study

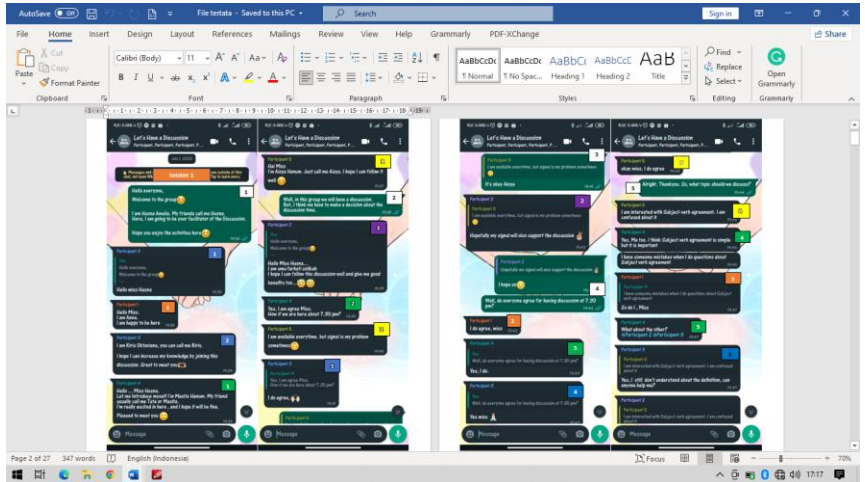
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Muhammad Tri Wyanto	Pendidikan Bahasa Inggris	UIN Walisongo	Ya	Ya	Ya
Riri Oktaviana	Sosiologi	UIN WALISONGO SEMARANG	Ya	Ya	Ya
Masika Hanum	Pendidikan Bahasa Inggris	Uin Walisongo Semarang	Ya	Ya	Ya
Aisyah Hanum	Pendidikan Agama Islam	UIN Walisongo Semarang	Ya	Ya	Ya

APPENDIX 2 . Documentation Of Students' Participations





APPENDIX 3 . Example of Data Analysing Documentation



CURRICULUM VITAE

A. PERSONAL IDENTITY

Name	: Husna Amalia
Place, Date and Birth	: Husna Amalia
Sex	: Female
Nationality	: Indonesian
Marital Status	: Single
Home Address	: Karanggeneng 24/11 Payaman, Secang, Magelang
Phone	: 085600116167
Email	: husnalia07@gmail.com

B. EDUCATIONAL BACKGROUND

Elementary School	: SD N Payaman 1
Junior High School	: SMP N 1 Kota Magelang
Senior High School	: MA Raudlatul Ulum, Pati