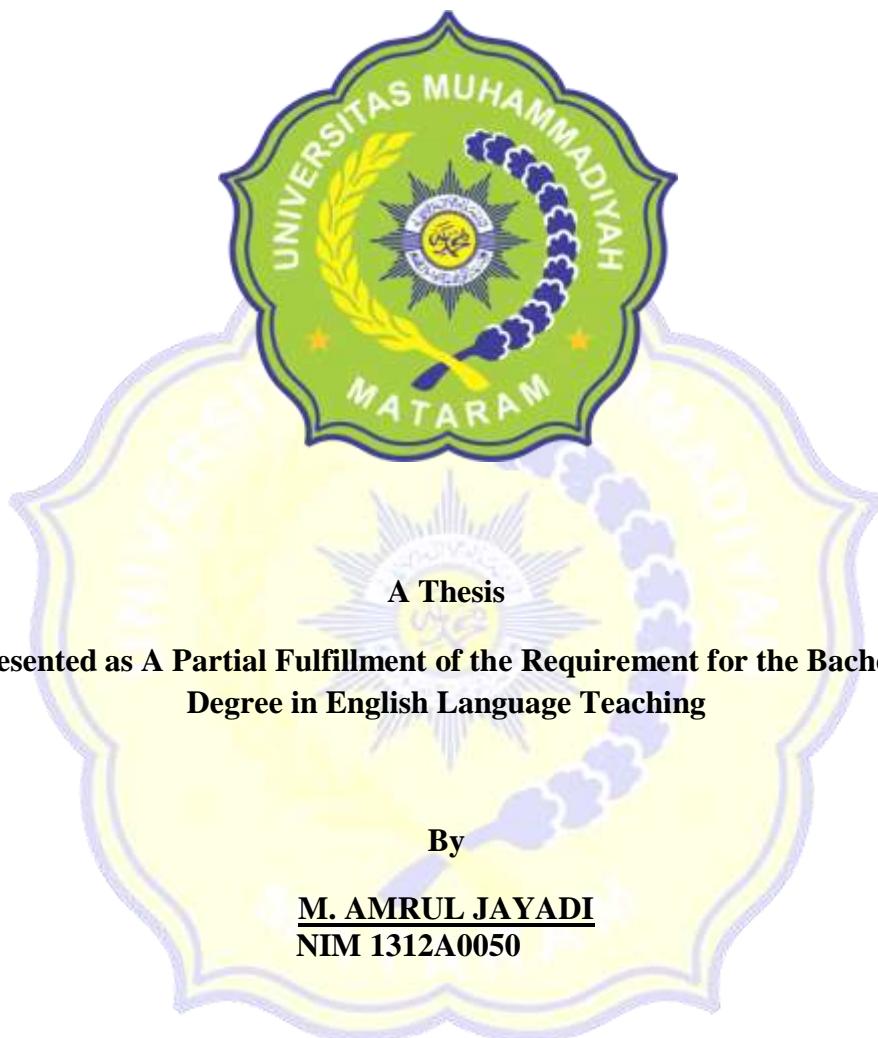


**AN ANALYSIS OF STUDENTS DIFFICULTIES IN ONLINE LEARNING
PROCESS THROUGH WHATSAPP MEDIA IN ENGLISH DEPARTMENT
AT MUHAMMADIYAH UNIVERSITY OF MATARAM 2019/2020**



**UNIVERSITY OF MUHAMMADIYAH MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM**

2020

APPROVAL SHEET

AN ANALYSIS OF STUDENT'S DIFFICULTIES IN ONLINE LEARNING PROCESS THROUGH WHATSAPP MEDIA IN ENGLISH DEPARTMENT AT MUHAMMADIYAH UNIVERSITY OF MATARAM 2019/2020

A Thesis by : M. AMRUL JAYADI

Student Number : 11312A0050

Approved on : July, 2020

By

First Consultant

Hidayati, M.Hum
NIDN.0820047301

(.....)

Second Consultant

Moh. Fauzi Bafadal, M.Pd
NIDN. 0813028501

(.....)

FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM



Head of English Program

HIDAYATI, M.Hum
NIDN.0820047301

ACCEPTANCE

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ONLINE LEARNING
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AT MUHAMMADIYAH UNIVERSITY OF MATARAM 2019/2020

A Thesis by : M. Amrul Jayadi

Student Number : 11312A0050

Approved on : August, 2020

By

The Board of Examiners Committee

Hidavati, M. Hum
NIDN.0820047301

(.....)

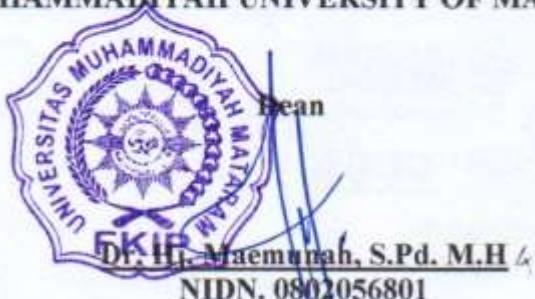
Ilham, M.Pd,BI
NIDN.0821048601

(.....)

Irwandi, M. Pd
NIDN.0816038701

(.....)

FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM



DECLARATION

The autographed below, I am the student of English Department, faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Muhammad Amrul Jayadi

Nim : 11312A0050

Adress : Dusun Gunung Malang, Taman Ayu, Kec Gerung Kab. Lombok Barat

I certify that this thesis entitled: "An analysis of Students Difficulties in Online Learning Process Through WhatsApp Media in Academic Year 2019/2020", presented as a partial fulfillment of the requirement for Bachelor of Degree in English language teaching is the result of my own work. Except where otherwise acknowledgment and this thesis has not been submitted for the other institution.

Mataram, 15 September 2020
The researcher



Muhammad Amrul Jayadi
11312A0050



UNIVERSITAS MUHAMMADIYAH MATARAM

UPT. PERPUSTAKAAN

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906
Website: <http://www.lib.ummat.ac.id> E-mail: upt.perpusummat@gmail.com

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Nama : M. Amrul Jayadi
NIM : 11312 A 0050
Tempat/Tgl Lahir : Gunung Malang / 25 - 05 - 1995
Program Studi : B. Inggris
Fakultas : FKIP
No. Hp/Email : 081803 445590
Jenis Penelitian : Skripsi KTI

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Through WhatsApp Media in English Department At Muhammadiyah
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Kepala UPT. Perpustakaan UMMAT

Iskandar, S.Sos.,M.A.
NIDN. 0802048904

MOTTO

Nothing is impossible, the words itself says I'm possible

(Audrey Hepburn)

*Genius is one percent inspiration and ninety nine percent
is perspiration*

(Thomas Alva Edison)

*If you do the same thing, do not expect to get different
thing*

(Albert Einstein)

*You will never find the right people if you don't let go
of the wrong ones*

DEDICATION

This thesis I dedicated for:

1. *My Almighty God, Allah SWT for all of His Blessing.*
2. *My beloved parent (Masri and Munah), thanks for everything you give to me. You are never stop praying and working hard for me.*
3. *My Grandmother for her prayer I am still standing here.*
4. *My lovely sisters (Leni Listiawati and Sriatun Wijaya Ningsih) because of them I always study hard.*
5. *My best friends (Muhammad Toni, Sopian Hadi, Supriadi and all of my friends that I cannot mention one by one) they always make me laugh and back me up to finish this thesis every time.*
6. *My best classmates (Toni, Sopian, Adi, Wali, Ulul, Sarif and all of my classmates I cannot mention one by one) who never stop to give me a spirit and always supporting me in the classroom*
7. *For all of my lecturers who never stop to give me a motivation for my future and teach me at Muhammadiyah University of Mataram*

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By saying Alhamdulillahirrabil ‘Alamin, the writer says thank to Allah SWT for His blessing and Merciful so that the writer can finish this thesis entitle “*An Analysis of students’ difficulties in online learning process through WhatsApp media in academic year 2019/2020*”.

Sholawat and Salam to The Great Messenger Muhammad SAW, who has succeed to bring us out from the darkness to the lightness. The process of this thesis was not easy, there were many people gave positive contribution. The writer would like to express sincerest gratitude to:

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2. Dr. Hj. Maemunah, S.Pd, M.H as the Dean of Faculty of Teacher Training and Education.
3. Mrs. Hidayati, M.Hum, the Head of the English Department and as my first consultant for her continuous and valuable guidance and encouragement in writing this thesis.
4. Mr. Muh. Fauzi Bafadal, M.Pd as my second consultant for his spirit and important advice for this thesis.
5. All Lecturers at English department of Muhammadiyah University of Mataram who have taught and educated the researcher so she knows many things.

Finally, the researcher says thank you so much indeed for those who the researcher cannot mention one by one. Hopefully this thesis can be useful for us and become the input for the parties in need.

Mataram, August, 2020

The Writer



Jayadi Amrul. 2020. An Analysis of Students' Difficulties in Online Learning Process Through WhatsApp Media in academic year 2019/2020

ABSTRACT

Online learning is one of the new ways in teaching and learning process with internet connection. The teachers can use various of media in online learning such as Zoom, WhatsApp, add link etc. This study was aimed to analyze of students' difficulties while face online learning process at Muhamadiyah university of Mataram. The method of this research was qualitative. The result of this research showed that students were faced difficulties such as increasing cost of data, internet data, misunderstanding, uncomfortable. In other hand, the students suggested for online learning such as find comfort place, good application, comfort environment and use Zoom app is much better to support online class. They faced difficulties because it is their first time use online in their teaching and learning process.

Key Words: Difficulties, Online Learning, Media, WhatsApp

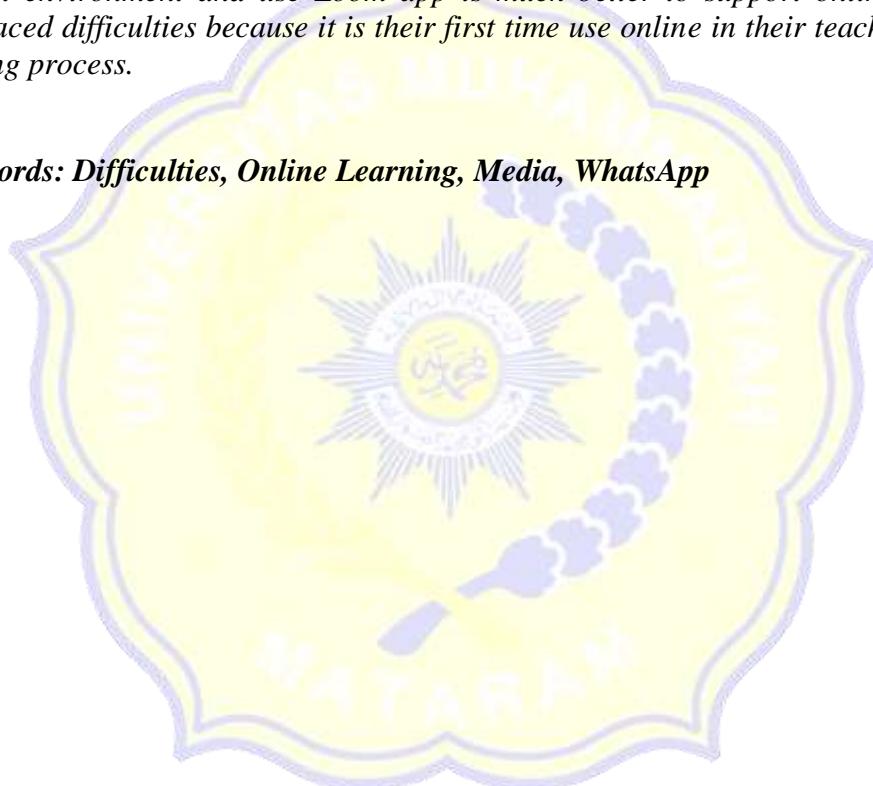


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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, education has changed into a technological system. It's used to change the face to face class because of the pandemic. It makes students have to increase their ability to use technology to support their online courses, and the students must have an internet connection to make the online class running well. Online learning is necessary for the teacher or learners to make the course running as long as they feel comfortable and enjoys the session through video conference or share the file and assignment.

The Mobile device can help the students continue their lessons through online classes because that is the alternative way to keep learning. An online educational system can help students communicate and share knowledge with their teachers from a distance without face to face. Educational mobile tools have emerged and show great potential to help students construct and share information and knowledge for learning through computers or mobile devices (Pence, 2007). The students learn through WhatsApp as media to transfer the material from lecturers.

Cost is the most important that necessary by the student that can help them to buy the data that will support the internet access, and they can open the internet to follow the online class wherever they are as long as they have an internet connection, whether on campus or online. An online course is an alternative way to continue education, especially in Indonesia, because of the pandemic. Recently, the students are learning through WhatsApp as media in the online learning process. Still, the

students face some difficulties when they study online, such as it costs of data, internet data, misunderstanding, uncomfortable.

Relate to this study, there were previous studies that conducted by some researchers, they were : by Shafiei Sarvestani M et al (2019) with entitle" *Students experiences of E-learning challenges*" The results of this study identified the result of this study is the challenges of e-learning at the Virtual School of SUMS into six general categories which are as follows: 13 educational problems, including the extensive amount of context in the courses as well as a large number of modules, disregarding the educational prerequisites of the field, failure of professors to accompany students at the early stages of the projects, etc.; 10 organizational challenges including non-diversification of e-learning courses, high availability of online academic staff due to lack of e-learning experience, 9 ethical problems such as lack of appropriate culture for applying this discipline, negative perception towards e-learning, 8 technical challenges including low speed of internet, shortage of physical spaces in e-learning, 5 supportive obstacles such as lack of facilities, lack of permission to use the university canteen, 5 evaluation challenges such as mandatory in-person exams in e-learning courses, not allocating a reasonable proportion of the final mark to in-person exams, 3 managerial problems such as inefficiency of the educational content, rejection of students by the head of virtual faculty due to lack of time and lastly, 2 communicational obstacles such as lack of interaction with academic staff and classmates as well as lack of face-to-face communication.

Second, the research was conducted by Neuhauser C. (2002) with entitle "*Learning Style and Effectiveness of Online and Face-to-Face Instruction*" The

results revealed no significant differences in test scores, assignments, participation grades, and final grades, although the online group's averages were slightly higher. Ninety-six percent of the online students found the course to be either as effective as or more effective to their learning than their typical face-to-face course.

Based on the phenomenon above, the researcher was interested in conducting research and settled it as my research entitled "An Analysis of Students Difficulties in Online Learning Through WhatsApp at English department of Muhammadiyah University of Mataram in Academic Year 2019/2020".

1.2 Research Question

In this research, the researcher has formulated problem that will answer as follows:

1. What are the difficulties of students face while online learning through WhatsApp?
2. What are the solutions of students while online learning through WhatsApp?

1.3 The Purpose of the Study

There are some purposes of this study as follows:

1. To find out the difficulties of students face while online learning through WhatsApp as media of teaching and learning process.
2. To find out the solution of students in online learning online through WhatsApp as media of teaching and learning process.

1.4 Significance of the Study

1. Theoretically

This research is expecting to be a reference and suggestion for the lecturers/teachers in doing the online learning process

2. Practically

- a. The teacher gives the students an assignment through WhatsApp as media in the online learning process
- b. The teacher gives the students some videos to be more varied in the teaching and learning process.
- c. The readers will know how to solve the problem of the online learning process.

1.5 Scope of the Study

This research was conducted at English department students' of Muhammadiyah University of Mataram. The researcher was taken the data from the students who study through WhatsApp in the learning process as long as March-July in 2020.

1.6 Definition of Key Terms

1. Difficulty

Bringing attention to the epistemological challenges that students may face in engaging with a subject suggests a need to widen conceptions of pedagogic content knowledge" (Anderson and Hounsell 2007).

2. Problem-solving

According to R. E. Mayer (1990) defined problem-solving as a summary of the cognitive process, which focused on the change of the given state to the final state where the solution procedure is not obvious.

3. Online Learning

Online learning (appropriate combinations of asynchronous and synchronous voice, text, and video) can actually lead to enhanced or hyper communications (Richardson, 2000).

4. Media

According to Sharon et al. (2011:7) stated that media, the plural form of the mediator (medium), is a means of communication. Derived from the Latin medium ("between"), this term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visual, video, engineer (manipulative) (objects), and people.

5. WhatsApp

WhatsApp is founded by Brian Acton and Jan Koum; WhatsApp needs an internet connection to send a message. It's also can use for voice calls, videoconference, instant messages by the user to the other, and it also provides for sending audio recording or sending a document.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher was explained some relates to the topic those are: Difficulties, Online Learning, Media, and WhatsApp.

2.1 Difficulties Theory

According to Anderson and Hounsell (2007), stated that difficulty is "Bringing attention to the epistemological challenges that students may face in engaging with a subject suggests a need to widen conceptions of pedagogic content knowledge."

According to Huang (2002) stated that "the increased difficulty in detecting and responding to students feeling is some reason why a deeper understanding is need as new technologies and increasing class sizes impact education. The online learning environment, especially distancing learning environments, are often explicitly designed so the students will have flexibility and autonomy in their class. Students, when they are studying online or distance, it makes the ability to access material all have and find their own sources and their own time or place constrained by centralized timetables".

However, Bjork (2011) stated that research has suggested that difficulties resulting in confusion can benefit students learning activities.

According to D'Mello et al. (2014) found that inducing difficulties and confusion in an intelligent tutoring system appeared to enhance learning. Moreover, some research has indicated that difficulties are maybe particularly beneficial for conceptual

learning, where students sometimes need to overcome misconceptions before developing a more sophisticated understanding of the topic area.

Based on the theory above, the researcher concluded that difficulties are the challenges that make learners need to work hard to solve the difficult situation of what they learn.

2.2 Problem Solving

Problem-solving is an exertion to figure out the difficulty that learners or teachers face in any condition to be better than before. For example, the students face difficulty in the English lesson because they need to be able to speak fluently. In this case, the teacher must find out the best way to solve the students' the difficulty of how to make them speak fluently.

According to Mayer (1998) states that the desire is affected by motivation and emotion such as interest, conviction, and the conception of own abilities in the motivational of the students can appear interested, habits, ideals, and others depending on the nature problem. There are some ways to make students more interested and motivate to solve their problems in educational field. First case is to create the situation that excites the pupil, energies him/her. Stimulate the students' experiences the impulse or force them to find out the solution. The teacher has to lead the students to be more experienced and active.

According to R. E. Mayer (1990) defined as a summary of the cognitive processes focused on the change of the given state to the final state where the solution procedure is not obvious.

There are some typical phases used for the problem solving that is being discussed by different authors J.Linhart (1976:78) suggests that the subject experiences there are three phases as follows:

1. The discovery of the problematic situation,
2. The phase of the problem-solving process, where the students seek the solution and find some resources to change the situation (object) with respect to the required aim and
3. The phase of verification of the discovered property or method and its use in other problems of the same order.

Based on the theory above, the researcher concluded that problem-solving is an effort to create the condition to be fine.

2.3 Online Learning

Online learning is a growing educational alternative way for students who learn at university or in senior high school due to time and space constraints cannot attend a face to face classes (Estevez et al., 2015:1).

According to Means et al. (2009:9) define online learning as the "learning from distance that can connect each other over the internet connection Internet. This definition excludes purely print-based correspondence education, broadcast television or radio, video conferencing, videocassettes, and stand-alone educational software programs which do not have a significant Internet-based instructional component".

According to Richardson (2000) argue that "the unique characteristics that define online learning (an appropriate combination of asynchronous and synchronous voice, text and video) can actually lead to enhanced or hyper-communication".

Koohang and Harman (2005:92) stated that "online learning is the process of delivery of education all activities that relevant to instructing, teaching, and learning process through various platforms."

Based on the theory above, the researcher may conclude that learning online is an internet connection which needs some application to support the teaching and learning process without face to face class.

2.3.1 Types of Online Learning

Alghatani (2011:400) divided e-learning into two basic types consisting of computer-based and the internet-based e-learning. According to Algahtani (2011:400), computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology, and also each component can be used in either of two ways: computer-managed instruction and computer-assisted-learning. In computer-assisted- learning, to him, computers are used instead of the traditional methods by providing interactive software as a support tool within the class or as a tool for self-learning outside the class. In the computer-manage destruction, however, computers are employed for the purpose of storing and retrieving information to aid in the management of education.

According to Algahtani (2011:400) described the completely online mode as "synchronous" or "asynchronous" by the application of applying optional timing of interaction. The synchronous mode allows learners to discuss with the instructors and also among themselves via the internet at the same time with the use of tools such as the videoconference and chat rooms.

This type, according to Almosa and Almubarak (2005:400), offers the advantage of instantaneous feedback. According to Epignosis, (2014:44-45), There are two types of online learning as follows:

1. Synchronous Learning

Synchronous e-learning is online instant messaging and videoconferencing. Students and teachers can discuss any lesson and asking answer questions directly through an online platform.

2. Asynchronous Learning

Asynchronous learning, on the other hand, can be used when the students and teacher are offline. Communication or homework can be delivered through e-mail or instant messaging posts on a group or forums. Ideally, practical e-learning courses should include both asynchronous and synchronous learning activities.

2.4 Media

Media is an essential tool for an educational system to support the teachers and learners in doing the teaching and learning process. Especially when they learn online, it can help their online class process because they can learn anywhere without face to face.

According to Sharon et al. (2011:7), media, the plural form of a mediator (medium), is a means of communication. Derived from the Latin medium ("between"), this term refers to anything that carries information between a source and a receiver. Six basic categories of media are text, audio, visual, video, engineer (manipulative) (objects), and people.

The media aim to facilitate the teacher and learners to communicate and learn through an online class. A media format is the physical form in which the message is included and displayed. Each has its advantages and limitations that vary in the types of words that can be recorded and posted. Selecting a media format can be a complicated task. The factors to consider a large number of media and technology available, the diversity of learners, and the number is to be achieved. There are many kinds of media that can be used by the teacher in the teaching-learning process, especially when they have a class through an online class. According to Harjanto (20110.238), there are several types of educational media commonly used in the teaching process:

1. The free media such as images, photographs, graphics, charts, or diagrams, posters, cartoons, comics, and others. Graphic media is often called two-dimensional media; the media has a length and width.
2. The media in the form of three-dimensional models such as solid models (solid model), the model cross-section, stacking models, working models, mock-ups, dioramas, and others.
3. Media as a slide projection, filmstrip, movies, use of OHP, and others.
4. The use of the environment as a medium of education.

The free media is part of WhatsApp because, through WhatsApp, we can share images, photographs, and others.

Based on the theory above, the researcher concluded that media is one of the important tools to support the teaching and learning process, especially when the

online learning process at this pandemic situation. One part of media the teacher can use in the online learning process is WhatsApp.

2.5 WhatsApp Media

WhatsApp is one of the media platforms that need an internet connection to connect with people around the world. WhatsApp can support the teacher and learner in doing online classroom if they cannot attend face to face; they can follow the class through WhatsApp group as media online learning.

WhatsApp is founded by Brian Acton, and Jan Koum in 2009 WhatsApp needs the internet as the connection to send the SMS text messaging system. It provides voice calling from one WhatsApp user to another, voi also provides voice calling from one WhatsApp user to the other, voice recording as well, which lets users send audio messages instead as well as voice recording, which lets users record and send audio messages instead of typing.

According to Barhoumi (2015:222), WhatsApp is from the English phrase "whats' up?" meaning what's new? Is an instant messaging application for Smartphone It allows users to exchange images, videos, and audio or written messages using the internet. Plana et al. (2013) examine the use of WhatsApp in English language studies among students in Spain, and their findings showed that students reported a rise in motivation and a greater enthusiasm for reading in a foreign language. WhatsApp has become a shared platform that enhances accessibility, encourages cooperation, and intensifies motivation to take an active part in academic assignments (Rambe and Bere, 2013)

According to Akpan & Ezinne (2017), WhatsApp has been regarded as one of the most effective of collaborative tools for teaching and learning process, and it can help students to construct their own knowledge, enhance their communication, creativity, critical thinking, and problem-solving skills. They do not have to meet the teacher face to face in the classroom because they can ask a question from their home as long as they have an internet connection.

Although the use of WhatsApp has proved to be effective in enhancing students learning, it also has its weakness. For instance, when the student has to learn everywhere and anywhere, they felt uncomfortable because the situation of the online learning process does not support them to learn well. WhatsApp is a kind of media that can connect people around the world by messaging, videoconference, sending files or documents, and WhatsApp media can create a group member to make the discussion become a good system of communication.

2.6 Previous Studies

Related to this research, the researcher used some previous studies to correlate about online learning to develop this study, first is conducting by Shafiei Sarvestani M et al (2019) with entitle "*Students experiences of E-learning challenges*" The results of this study classified the challenges of e-learning at the Virtual School of SUMS into six general categories which are as follows: 13 educational challenges, including the extensive amount of context in the courses as well as a large number of modules, disregarding the educational prerequisites of the field, failure of professors to accompany students at the early stages of the projects, etc.; 10 organizational challenges including non-diversification of e-learning courses, high availability of

online academic staff due to lack of e-learning experience, 9 ethical challenges such as lack of appropriate culture for applying this discipline, negative perception towards e-learning, 8 technical challenges including low speed of internet, shortage of physical spaces in e-learning, 5 supportive challenges such as lack of facilities, lack of permission to use the university canteen, 5 evaluation challenges such as mandatory in-person exams in e-learning courses, not allocating a reasonable proportion of the final mark to in-person exams, 3 managerial challenges such as inefficiency of the educational content, rejection of students by the head of virtual faculty due to lack of time and lastly, 2 communicational challenges such as lack of interaction with academic staff and classmates as well as lack of face-to-face communication.

Second, research conducted by Nue Hauser. C (2002) with entitle "*Learning Style and Effectiveness of Online and Face-to-Face Instruction*" The results revealed no significant differences in test scores, assignments, participation grades, and final grades, although the online group's averages were slightly higher. Ninety-six percent of the online students found the course to be either as effective as or more effective to their learning than their typical face-to-face course.

The previous studies above focus on the challenge of online learning and the difference between using online learning and face to face learning, but this research will focus on what are the difficulties of students in online learning. The difference between those studies is the focus on the subject.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The method used in this research is a qualitative approach with a natural setting. In this research, the researcher was tried to find the phenomena that were discussed in the research field about "the difficulties of students in online learning through WhatsApp Media." "Qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.

The process of research involves emerging questions and procedures, collecting data in the participants' setting, analyzing, the data inductively, building from particulars to general themes, and making interpretations of the meaning of the data. The final written report has a flexible writing structure" Creswell (2009) in Sugiyono, (2012:13).

So that is why, in this research, the researcher was taken the data that available at English department students of Muhammadiyah University of Mataram by using the audio recording to every student who is learning online through WhatsApp, then the data was generalized with inductively based on the phenomena.

3.2 Research Subject

The research subject of this study was taken by the researcher is "the English students who are learning through WhatsApp as media in the learning

process because the number of students in this research was five and researcher has limited time to do this research Sugiyono, (2012:298).

3.3 Instrument of the Study

The instrument of this study is interview and record with audio recording. The researcher has interviewed the students and record them by using an audio recorder to gain the data. The researcher has used an audio recording of the students who are learning through WhatsApp.

According to Bloor and Wood (2006) stated that "Audio recording is the recording of sound (typically speech) for the purpose of data collection by using an audio recorder.

Table 3.3 instrument Questions

1. Is the teaching and learning process still running at the campus during the pandemic?
2. Are there any difficulties in the online learning process?
3. Do you feel comfortable doing the online learning process?
4. What are the strengths of the online learning process?
5. What are the weaknesses in the online learning process?
6. What types of media do you use in the online learning process?
7. While using WhatsApp in the online process, are there any difficulties do you face?
8. What are the solutions do you suggest for your friends for the next online learning process?

3.4 Method of Collecting Data

1. Interview

Esterberg (2002) in Sugiyono, (2016: 72) stated that "interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic". Moreover Susan Stainback (1998) in Sugiyono (2016:72) stated that "interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation alone.

According to Esterberg (2002) in Sugiyono, (2016:73-74) there are 3 kinds of interview as follows:

1. Structured Interview

These are interviews that strictly adhere to the use of an interview protocol to guide the researcher. It is a more rigid interview style, in that only the questions on the interview protocol are asked. As a result, there are not a lot of opportunities to probe and further explore topics that participants bring up when answering the interview questions.

2. Semi Structure Interview

These are interviews that use an interview protocol to help guide the researcher through the interview process. While this can incorporate conversational aspects, it is mostly a guided conversation between the researcher and the participant. It does maintain some structure (hence the

name semistructured), but it also provides the researcher with the ability to probe the participant for additional details.

3. Unstructured Interview

These are interviews that take place with few if any, interview questions. They often progress in the manner a normal conversation would, however, it concerns the research topic under review. It is a relatively formless interview style that researchers use to establish rapport and comfort with the participant, and is extremely helpful when researchers are discussing sensitive topics.

In doing this research, the researcher was used a structured interview. This means the researcher has interviewed the students based on the question structure. Esterberg (2002), in Sugiyono (2016: 73), "Structured interview is only the questions on the interview protocol are asked."

2. Documentation

The data was collected through the interview and transcription process. Bogdan (1998) in Sugiyono (2016:82) stated, "in the most traditional of qualitative research, the personal phrase document is used broadly to refer to any first-person narrative produced by any individual who describes his or her own actions, experience and belief."

Some steps that were used by the researcher to collect the data as follows

1. The researcher was asked the students by using interviewed who is learning through WhatsApp

2. The researcher was recorded by using an audio recorder of the students
3. The researcher was the audio recording into the transcription process, which was written all of the audio recording data into literary data. This process helped the researcher to analyze the data well.
4. The researcher was analyzed the written data.
5. After that, the researcher was analyzed every students' answer that was recorded to find out what are the difficulties and solutions of the students while online learning through WhatsApp.

3.5 Technique of Data Analysis

According to Miles and Huberman (1994:24), there are ways in qualitative analyst process as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. The researcher reduced the transcript of students' interview to simplify and categorize the data.

2. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action.

3. Conclusion Drawing/ Verification

The last activity in qualitative analysis is to take a conclusion drawing from the start of data collection. The qualitative analyst is beginning to decide what things are mean, nothing regularities, patterns explanations, possible configurations, casual flows, and preposition. The researcher will take a conclusion and verify the data into well organized.

