

The Use of WhatsApp for Speaking Activities: Teacher's Voices at Islamic Junior High School

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Abstract

Background:

One of the most common technologies used during the pandemic was social media. Social media has made it easier for users to communicate, interact, and network during the COVID-19 pandemic. WhatsApp is the form of information technology development that can be used as a learning medium during the COVID-19 pandemic. However, research aimed at exploring the use of social media, in this case, WhatsApp during a pandemic like COVID-19 is still limited. Therefore, this study was conducted to find out the teachers' voices using WhatsApp for speaking activities at Islamic junior high school in Palembang, South Sumatera, Indonesia.

Methodology:

The participants of this study were two teachers of English taken by using the total sampling technique. The data obtained from the interview were analysed by using thematic analysis.

Findings:

The finding from teachers' interviews, nine essential points of using WhatsApp in learning to speak were found. First, WhatsApp could build the students' interest towards English. Second, WhatsApp made the teachers easier to control the class. Third, WhatsApp made the teachers easier to control the class. Fourth, WhatsApp did not build the students' confidence in speaking English. Fifth, WhatsApp did not promote students' independence in learning speaking. Sixth, WhatsApp did not create an enthusiastic atmosphere among students. Seventh, WhatsApp made the students become less active in learning English. Next, WhatsApp did not make the students pay attention to learning English. Last, WhatsApp persuaded the students to copy-paste the task. Both benefits and limitations were found in using WhatsApp in speaking activities as perceived by the teachers.


Conclusion:

Teachers creatively develop tasks and activities to help build EFL learners' confidence in speaking performance. These teachers proved that collaborative learning involving topics of interest plays an essential role in directing the EFL learners' belief system to optimize the grab of English, especially in productive skills.

Originality:

This study aims to ascertain teachers' perspectives about the usage of WhatsApp for speaking exercises in Islamic schools during the COVID-19 pandemic.

Keywords : teachers' perceptions; whatsapp; speaking activities

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1. INTRODUCTION

COVID-19 is a dangerous virus that is easily transmitted and the result of a decision from the Minister of Education that all learning activities both in school and college held at home each through the application available. According to Aji (2020), the COVID-19 pandemic is a tragedy that threatens everyone on this earth. He also adds that the pandemic has resulted in the loss of many employments and a variety of measures, particularly in Indonesia, which has closed schools, colleges, and universities. Abidah et al. (2020) state that people comply and implement government regulations through self-quarantine and maintain distance in this COVID-19 pandemic situation. This is to break the chain of the spread of this virus by carrying out learning, and teaching activities carried out online for all levels of education. In summary, face-to-face teaching and learning are prohibited in this pandemic, while online teaching and learning from home, where there is no physical contact, are permitted to transmit this dangerous virus.

Meanwhile, the form of information technology development that can be used as a learning medium is the use of ICT or E-learning. As Prasojo et al. (2018) mentioned, most teacher of education programs around the world includes technical components. In comparison to their predecessors, today's students and teachers are in an environment that is more receptive of using technology in their teaching as a result of their training. Suryani (2010) explained that to make efficient use of ICT in education, numerous organizational factors must be considered, including school culture, leadership roles, school integrity or ethical concerns, and the school administration system. In brief, information and communication technology (ICT) plays a critical part in enhancing teachers' and students' online learning so that it is more successful.

ICT can provide considerable benefits in supporting learning. Based on Saputri et al. (2020), students may select when they need a particular piece of knowledge and whether or not they have previously grasped it through active learning. She also adds that, with internet access in schools, active learning entails autonomous learning. Students can explore the materials available on the internet, locate the knowledge they require and continue seeking more and more knowledge. The students can use ICT to facilitate dynamic and collaborative learning and use the internet at any time and from any location. According to Uhomobhi (2006), ICT allows students to get information more easily and from any location. In brief, using ICT can add knowledge and access the internet anywhere and anytime.

One of the most common technologies used during the pandemic was social media. Social media has made it easier for users to communicate, interact, and network during the

COVID-19 pandemic (Kurudirek et al., 2022; Mukminin et al., 2022; Peng et al., 2022). Compared to English learning techniques in general, teaching English using social media has more benefits. According to Kumar and Raja (2018), in this modern era, one of the benefits is that there must be good communication between teachers and students through social media. If teachers and students do not communicate well, the teaching and learning process will be difficult. According to Husain (2014), the use of social media in learning is intended to enable students to study more autonomously and sustainably according to their inherent abilities. The internet as a learning system effectively bridges the gap between teachers and students. Thus, social media can make teachers and students closer and can increase the knowledge of students and teachers.

Meanwhile, WhatsApp is the E-learning media that can be used to add learning at home. With the development of technology in this modern era, WhatsApp is very easy to be accessed by anyone, anytime and anywhere. According to Mudra et al. (2022), students can also create a group that allows them to interact with each other. WhatsApp is a smartphone program that allows users to send and receive messages instantly. According to Jumiatmoko (2016), WhatsApp features personal chat, but the teachers can also create groups, send pictures, send video, audio, voice notes, folders, and send documents. In this day and age, WhatsApp is frequently used as a learning tool. As a result, it's unusual for people to use WhatsApp as a learning tool in this day and age. WhatsApp in the world of education includes educational technology that can be used as a tool or medium of communication in education management and educational development.

As one of the most popular applications, WhatsApp also provides several features that allow students and teachers to interact online. According to Rolfe (2013), most users select WhatsApp because it allows them to send low-cost messages to one another. This WhatsApp is widely used to communicate interpersonal and group communication. According to Kheryadi (2018), WhatsApp is a cross-platform instant messaging subscription service for smartphones and selected feature phones that use the internet for communication. It is considered the easiest and most effective among various online media that teachers can use and cross-platform instant messaging subscription services for smartphones and selected feature phones that use the internet for communication. He also add, the teachers can share a video or a picture to the class in WhatsApp group. Hence, these features generate great opportunities for people, including students as well as teachers, to be able to articulate their feelings, thoughts, ideas, or experiences with increasing ease.

English is the language spoken in various countries. According to Abrar et al. (2018), despite years of English students, many learners are unable to communicate in the target language, notably in the four language skills. According to Mukminin et al. (2019), there is an increasing demand for English as a key to global communication, relations, and information in schools worldwide. Speaking is one of the most challenging language abilities for beginners to master. Pratiwi (2013) states that learning English is very necessary, especially for students in schools who have the task of learning English so that students face the times. Pratiwi also adds that reading, listening, writing, and speaking are the four essential language abilities that must be learned in English. Speaking is the most challenging talent to master since students must think while speaking and speak at the same time, and sometimes students have many ideas, but it is difficult to convey them using the target language. In short, that is why most individuals study English to stay up with technological advancements throughout the world.

Speaking is a linguistic ability or a mode of communication in which a person can communicate their thoughts, feelings, and facts to another vocally. According to Wardani et al. (2020), because speaking skills are quite sophisticated and distinct from those learnt, especially by foreign language students, what students need in a language are abilities that employ language in communication. In other words, students will find it simpler to acquire a foreign language if they actively converse. Speaking is one of the important skills to be mastered by learners in learning English. Reading, listening, writing, speaking is one of the most crucial skills to acquire since it is complicated for international students or second language learners to generate sentences without first mastering grammatical structures and mastering vocabulary (Egarter et al., 2021; El-Dakhs & Ahmed, 2021; Islam & Stapa, 2021; McLaren et al., 2005). In short, English learners experience a lot of difficulty in speaking. These speaking abilities are needed to communicate effectively, and speaking is the most crucial component of learning a second or foreign language.

Based on the preliminary study conducted through an informal interview through WhatsApp with English teachers at an Islamic junior high school In Palembang, it showed that WhatsApp is a solution used by English teachers to teach English to make students learn speaking skills through WhatsApp during the spread of COVID-19 pandemic at Islamic junior high school In Palembang because most of the students and teachers have been familiar with how to operate it and the students also can practice speaking through video or

voice note feature. Hence, the English teachers decided to select WhatsApp as a solution to run English subjects such as speaking activities (V, personal communication, 9 April 2020).

Numerous researchers have conducted some previous related studies in this case, and three are presented in this part. The first study discussed the effect of using WhatsApp messenger on students' speaking achievement, which was conducted by (Ahmad, 2019). The tool in this study was the English speaking ability exam that served as both a pre-and post-test. The second study was conducted by (Han & Keskin, 2016). The results showed that WhatsApp experiences significantly impacted the students language acquisition by lowering EFL speaking anxiety. The last study was conducted by (Nuryani et al., 2021). The results of this study showed that WhatsApp could support online learning. Teachers stated that the material presented could be understood by students, and they were comfortable because WhatsApp was simple and affordable. This phenomenon encourages me to conduct research at one Islamic junior high school In Palembang. This research is intended to discover the teachers' voices on the use of WhatsApp for speaking activities

2. METHODOLOGY

A case study was applied in this study, which revealed the voice of teachers of English about the use of WhatsApp for speaking activities. The research participants were two English teachers at one Islamic junior high school in Palembang selected by using the total sampling technique. The criteria of the participants selected were because they applied WhatsApp in teaching speaking.

In collecting the data, the interview was used to determine the teachers' voices on the use of WhatsApp in speaking activities at one Islamic junior high school in Palembang. To obtain broader information, semi-structured interview was used in this study. Face-to-face communication was employed by interviewing two teachers to determine how teachers' voices use WhatsApp in teaching speaking in English class. According to McIntosh and Morse (2015), semi-structured interviews are designed to ascertain people's subjective responses to specific situations or phenomena they experience. Everyone gets the same key questions, but there is flexibility in how to ask them (Sapkota et al., 2014). During the interview process, all interviews were recorded and then transcribed into English. Before conducting the interview, I explained the purpose of the interview and audio recordings. In brief, semi-structured interviews were conducted to find more detailed information regarding teachers' voices in using WhatsApp in teaching to speaking.

To analyze teachers' voice on the use of WhatsApp to teach speaking, Maguire and Delahunt (2017) stated that the practice of discovering patterns or themes in qualitative data is known as thematic analysis. The purpose of thematic analysis in this study was to find themes, or noteworthy or intriguing patterns in the data. I applied thematic analysis in data analysis by following steps from (John W Creswell, 2014). Firstly, I compiled extensive information from the interview (e.g., transcriptions or typed notes). After translating the raw data into text, I saved it in computer files and filed it in a folder. Secondly, started coding information. During this step, I read all transcriptions and begin coding the data that is relevant to the study's research topic. Finally, as a summary of this research, I provided a personal interpretation.

In this study, it is necessary to guarantee that the findings and interpretations are accurate. Validating findings entail using procedures such as member checking or triangulation to evaluate the correctness or believability of the results (Creswell, 2012). In qualitative research, concepts like credibility, dependability, conformability, transferability, and authenticity are used to describe trustworthiness. In this study, reliability was used to check the accuracy of data using member checking. According to Creswell (2012), member checking is a procedure in which I ask one or more study participants to verify the account's veracity. In checking the accuracy of the interview result, I asked the interviewers to double-check the interview transcript for the accuracy of the information they provided throughout the interview. I inquired about the transcript that was prepared. For example, whether or not it was full and suitable depending on their response. If their response did not match what they mean, I asked them to re-explain. It was applied to verifying data and ensuring that the data was correct and trustworthy. In other words, member checking was utilized to double-check the data's trustworthiness.

3. FINDINGS

The research findings presented the teachers' voices on the use of WhatsApp for speaking activities at one Islamic junior high school in Palembang. The data of this research was obtained from interviews with the teachers of English. An in-depth interview was done using English. Besides, I hid the participants' names; the first participant (DW) and the second participant (VR). After analyzing the data from the interview, I found nine important points revealed by the teachers regarding the use of WhatsApp in speaking activities. The themes and codes gained from the thematic analysis were described in table 3.1

3.1. Teacher's voices on the use of WhatsApp for speaking activities

After analyzing the data from the interview, I found several teachers' voices on the use of WhatsApp for speaking activities. Some were related to the benefits, while others related to the limitations of using WhatsApp during speaking activities. The author used an initial name for all the involving participants. They were the first participant (DW) and the second participant (VR). The themes and analysis of codes gained from the qualitative data obtained from the depth-interview were described as follows.

Table 3.1 Themes and codes for teacher's voices on the use of WhatsApp for speaking activities.

Themes	Codes
1. WhatsApp could build the students' interest towards English	The teachers argued that the students built positive attitude to learn English
2. WhatsApp made the teachers easier to share speaking materials by using WhatsApp	The teachers claimed that they prepared the material through power point or videos as interesting as possible and share it through WhatsApp easily
3. WhatsApp made the teachers easier to control the class	The teachers stated that in order to control the students, they made the conversation among students during learning through WhatsApp. So, the teachers know whether students were active or not.
4. WhatsApp did not build the students' confidence in speaking English	The teachers said that the students were not fluent and afraid of making mistakes in speaking English
5. WhatsApp did not promote students independence in learning speaking	The teachers claimed that learning through WhatsApp made students not independent, because teachers could not see students working on their assignments directly
6. WhatsApp did not create enthusiast atmosphere among students	The teachers said that students were less enthusiastic about learning through WhatsApp, because it made students bored and there was lack interaction between teachers and students
7. WhatsApp made the students became less active in learning English	The teachers said that teaching through WhatsApp made students less active, because it was constrained by signals and unclear materials.
8. WhatsApp did not make the students pay attention to learning English	The teachers stated that learning through WhatsApp made the students difficult to understand the material, therefore students rarely paid attention to the teacher's explanation through WhatsApp
9. WhatsApp persuaded the students to copy-paste the task	The teachers said that the students copy-pasted their assignments often, therefore the teacher has warned students not to copy assignments so that teachers know the limits of students' abilities

The themes and codes gained from the qualitative data as list in table 3.1 was described in order to know teacher's voices on the use of WhatsApp for speaking activities. It was found that various information about teacher's voices on the use of WhatsApp for speaking activities. It was divided into nine, three for benefits of using WhatsApp in speaking activities and six for limitations of using WhatsApp in speaking activities. The descriptions were as follows.

3.1.1 WhatsApp could build the students' interest towards English

Based on the data obtained from the interview, I got the information from the teachers of English that by using WhatsApp in speaking activities, teachers could produce the students to love English. As stated by the participant DW. *"I have a way to train students to love English. In my opinion, it is better for students to be trained to speak English as often as possible, so that students are trained to speak English through WhatsApp"*. Then, VR also mentioned. *"Before learning through WhatsApp, students must love the learning first, therefore a positive attitude of students built towards the learning taught by the teachers, and so that students know that learning English is easy if we always have a positive attitude to love English lessons"*. (Personal Communication, October 21, 2021). In short, teachers must train students to learn English, so that the students love English and have a positive attitude towards English.

3.1.2 WhatsApp made the teachers easier to share materials speaking by using WhatsApp

Based on the data obtained from the interview, we got the information from the teachers of English that by using WhatsApp in speaking activities, teachers were easy to share materials when teaching and learning process by using WhatsApp. As stated by DW. *"Prepare power point are attractive as possible so that students are interested in the learning and share it through WhatsApp for students to study first before learning begins"*. Then, VR mentioned. *"I prepare the material through power points, I make learning materials by using videos, so that it attracts students so that it is easier to understand learning through WhatsApp and do not make students feel bored"*. (Personal Communication, October 21, 2021). Thus, before learning began, the teachers prepared the material to share the students, and the teachers made power point and videos as interesting as possible so that students easily to understand the materials and do not feel bored in learning activities.

3.1.3 WhatsApp made the teachers easier to control the class

Based on the data obtained from the interview, we got the information from the teachers of English that by using WhatsApp in speaking activities, teachers have a way to control students by using in learning speaking. As said by DW. *“To make easier to control students make conversations between students and their friends, then sent it through voice notes or videos. And I improve the wrong pronunciation to be corrected, so that students do not repeat the same pronunciation mistakes as before”*. Then, VR also mentioned. *“I create group for students to have dialogue or daily activities, so that I can control students who are active and students who are not active in speaking activities through WhatsApp”*. (Personal Communication, October 21, 2021). In summary, the teachers control active or less active students through dialogue between students and the students conveys the dialogue through voice note or make the videos.

3.1.4 WhatsApp did not build the students' confidence in speaking English

Based on the data obtained from the interview, I obtained the information from the teachers of English that by using WhatsApp in speaking activities. Students felt less confident in learning speaking activities by using WhatsApp. As said by DW. *“Only a few students were confident to say these words. Sometimes through WhatsApp I instruct students to read, there are some students who speak fluently and some are not fluent, maybe the students not confident to tell the materials”*. Then, VR also mentioned. *“There are some who are confident and there are also who are not, because the students are afraid being wrong, one example is reading the conversation that I have given to the students”*. (Personal Communication, October 21, 2021). Thus, some students were not confident because the students were afraid of making mistakes in delivered the materials.

3.1.5 WhatsApp did not promote students' independence in learning speaking

Based on the data obtained from the interview, I gained the information from the teachers of English that by using WhatsApp in speaking activities. Students were not independent to learn speaking activities by using WhatsApp. As stated by DW. *“Learning through WhatsApp make students not independent, because I cannot see the independence of the student directly, maybe the parents will be do the students' task, not the students themselves”*. Then, VR also mentioned. *“Students are more independent in class than in WhatsApp, because in class I can see the students' ability, but through WhatsApp the students can learn with other people, one example is the student's parents. In my opinion is less independent it could be that the student is not doing the assignment but their parents are*

doing the student's assignment". (Personal Communication, October 21, 2021). In short, learning through WhatsApp the teachers cannot see directly the independence of students toward students to make assignment.

3.1.6 WhatsApp did not create enthusiast atmosphere among students

Based on the data obtained from the interview, I got the information from the teachers of English that by using WhatsApp in speaking activities, teachers felt less enthusiast students toward teaching and learning speaking activities by using WhatsApp. As said by DW. *"Students are less about learning through WhatsApp, because study at home is boring. So it could make the students less enthusiastic about learning through WhatsApp"*. Then, VR also mentioned. *"There are some who are enthusiastic, because along with the times. Almost all students have WhatsApp, some students are lacking the facilities to study from home"*. (Personal Communication, October 21, 2021). In short, learning through WhatsApp make students feel bored so that the students less enthusiastic to learn, because the students do not meet directly with the teachers.

3.1.7 WhatsApp made the students became less active in learning English

Based on the data obtained from the interview, I obtained the information from the teachers of English that by using WhatsApp in speaking activities, students were felt to limit by signals so that students become less active in learning speaking by using WhatsApp. As said by DW. *"I ask first what the problems were that made the students less active class. Maybe there is material that is not clear or the material that the students does not understand. If the students' problem is about unclear material, I will repeat the explanation so that the students will understand the material I teach"*. Then, VR also mentioned. *"I ask them first about the constraint they faced the students are less active in class. Maybe the signal inference, the un optimal learning at home and the students' quota that makes students less active in class"*. (Personal Communication, October 21, 2021). Thus, learning through WhatsApp made students less active, it could be the limit of signal or students do not understand the material.

3.1.8 WhatsApp did not make the students pay attention to learning English

Based on the data obtained from the interview, I got the information from the teachers of English that by using WhatsApp in speaking activities. Students had lack attention to learning speaking by using WhatsApp and the students do not understand the materials. As stated by DW. *"If to pay attention through WhatsApp I do not think all students are paying attention, because some students find it difficult to understand the material being taught and*

that makes students do not pay attention to learning process". Then, VR also said. *"Learning through WhatsApp students rarely pay attention, especially when studying from home, students are less focused on learning. So, it is better to have face-to-face learning activities"*. (Personal Communication, October 21, 2021). In summary, students rarely paid attention when learning through WhatsApp, so the students were less focused and difficult to understand the learning given through WhatsApp.

3.1.9 WhatsApp persuaded the students to copy-paste the task

Based on the data obtained from the interview, I had the information from the teachers of English that by using WhatsApp in speaking activities, students affected to copy-paste the task from another students in learning speaking by using WhatsApp. As said by DW. *"In my opinion, students who copy the assignment are used to it, but it would be better if the teachers warned the students no to copy their friends' assignments, because by copying students' assignment, students are lack of self-confident, lazy to study and lazy to practice the students' own abilities"*. Then, VR also said. *"In my opinion, the teachers should warn the students if copy-paste the assignments were not good. It's better to look for yourself, even if you make a mistake, students will understand and can see the limits of the student's abilities"*. (Personal Communication, October 21, 2021). In short, teachers remind the students not to copy their friends' assignments, because with the students copy-paste assignment, the students became not confidence and lazy to try on their own.

4. DISCUSSION

After analyzing the data using thematic analysis, I found that there were some teachers' voices on WhatsApp for speaking activities. Those voices were (a) WhatsApp could build the students' interest towards English; (b) WhatsApp made the teachers easier to share speaking materials by using WhatsApp; (c) WhatsApp made the teachers easier to control the class; (d) WhatsApp did not build the students' confidence in speaking English; (e) WhatsApp did not promote students independence in learning speaking; (f) WhatsApp did not create enthusiast atmosphere among students; (g) WhatsApp made the students became less active in learning English; (h) WhatsApp did not make the students pay attention to learning English; (i) WhatsApp persuaded the students to copy-paste the task. Therefore, the explanation of the voices was described as the following in order to know further information about them.

The first voice found by the teachers was WhatsApp could build the students' interest in English. The teachers' appearance of voice argued that the students build a positive attitude

toward learning English. The finding showed that the teachers have a way to train the students to love English, it was better for students to be trained to speak English as often as possible, and the students must love the learning first. Kheryadi (2018) stated that students prefer to learn English because the students want to enhance their communicative skills through WhatsApp. Further, Sari (2018) defined that the students have good attitudes towards the implementation of learning English through WhatsApp. Thus, the teachers were built more positive attitudes towards students in teaching through WhatsApp.

WhatsApp's second voice made the teachers easier to share speaking materials by using WhatsApp. The appearance of voice was the teachers claimed that they prepared the materials through powerpoint or videos as attractive as possible and shared it through WhatsApp easily. The finding showed that the teachers prepared the material through powerpoint and shared videos through WhatsApp because it made the students easier to understand learning through WhatsApp. The teachers do not make students feel bored. Bouhnik and Dshen (2014) stated that sometimes teachers were the ones to encourage the students to share information for the material and help each other. WhatsApp could be used to share images, videos and documents. Further, Napratilora et al. (2020) said that the students are interested in using WhatsApp to share the materials, information, audio, and videos. WhatsApp can be used in education and can develop students' skills. Thus, teachers can easily share the material during teaching and learning activities through WhatsApp. Teachers make teaching material as interesting as possible so that the students do not feel bored.

In addition, WhatsApp made the teachers easier to control the class. The teachers' appearance of voice was the teachers stated that to control the students, the students made conversation among students, so the teachers know which students were active or not active during learning through WhatsApp. The finding showed that the teachers who controlled the students created a group to make conversations among other students, so the teacher can control the active and not active students. According to Centikaya (2017), in a study use of instant messaging in education, it was determined that the application has the potential to improve learning, student engagement in studies, and interaction between students in school. It was noted that the application could be a useful tool of learning anytime and anywhere, and collaborative learning social network, it did not take long for WhatsApp to influence the learning environment and social life. Alfallaj (2020) stated that WhatsApp also increases

students' participation and accelerates the occurrence of the study groups were built the knowledge. In short, the teachers can control the students' ability through WhatsApp.

In line with the previous voice, WhatsApp did not build the students' confidence in speaking English. The teachers' appearance of voice said that the students were not fluent and afraid of making mistakes in speaking English. The finding showed that only some students were confident in speaking English because the students were afraid to tell the materials that the teachers gave. Mufanti (2015) showed that the students felt unconfident, worried, and shy to communicate in English. It was suggested to support what the students need to brave to communicate in speaking English. The lack of pronunciation skills would be reduced the students' self-confidence and limit the students' social interaction. Aulia (2018) added that many students are not confident about speaking the students' individual practices in front of their friends. In short, the teachers trained the students to be more confident in speaking and communicating with others using English.

In addition, WhatsApp did not promote students' independence in learning speaking. The appearance of voice was teachers claimed that learning through WhatsApp made students not independent because teachers could not see students working on their assignments directly. The finding showed that teaching and learning through WhatsApp made the students not independent. The teachers cannot see the students' ability because by learning through WhatsApp, the students learn with other people; for example, the parents would make the students' tasks, not the students themselves. Ahmad (2019) stated that students tend to learn only in the face-to-face learning process in the classroom and are less independent in learning. The discussion did not go well because students rarely ask questions in class, students choose to be passive in class and are not engaged in learning. According to Nurazizah (2021), students with low learning independence tend to be passive and not confident in learning, including during the Covid-19 pandemic. The Indonesian government has made learning from home. In this situation, students' independence was important in the online learning process during the Covid-19 pandemic. Thus, some of the possible causes of students not being independent among others, students do not understand the material, were embarrassed to ask in class, were not even interested, and did not care about the lessons given.

The sixth voice was WhatsApp did not create an enthusiastic atmosphere among students. The teachers' appearance of voice said that students were less enthusiastic about learning through WhatsApp because it made students bored, and there was a lack of

interaction between teachers and students. The finding showed that students were not enthusiastic about learning to learn through WhatsApp because the students felt bored learning from home, and some students lacked the facilities to study from home. Nurazizah et al. (2019) stated that students are not enthusiastic in speaking class. Because sometimes the students feel bored in join the class. In this case, teachers' facts, concepts, and principles in teaching are mostly poured through lectures, questions, and answers. The teachers do most often in the teaching and learning process to make students feel bored in attending class. According to Nuraeni (2021), students do not socialize with their friends and cannot understand the material, and these children get bored because the students cannot meet other friends. In short, teachers should train students more in the teaching and learning process so that students are enthusiastic about learning and interacting with teachers and students, so the students do not feel bored.

The seventh voice, WhatsApp, made the students less active in learning English. The teachers' appearance of voice said that teaching through WhatsApp made students less active because signals and unclear materials constrained it. The finding showed that problems made the students less active in the class because the materials were not clear, signal inference and unoptimal learning at home, which made the students less active in class. Abdullah et al. (2012) stated that students still do not actively participate or become passive in the classroom despite encouragement and the teachers' use of various teaching methods to encourage participation from the students. Pambudi and Prasetyarini (2021) explained that many students could not participate in lessons due to signal constraints and poor internet access. This causes students to be unable to understand and participate in learning optimally. In short, the teachers should repeat the material so that the students can understand and become active in class.

In addition, WhatsApp did not make the students pay attention to learning English. The teacher's appearance of voice stated that learning through WhatsApp made the students difficult to understand the material. Therefore, students rarely paid attention to the teacher's explanation through WhatsApp. The finding showed that the students rarely paid attention because study from homemade them students were less focused on the materials, and the students had difficulty understanding the materials. Cicekci and Sadik (2019) said that students who lack attention have problems following the teachers' instruction, lose interest in lessons quickly, and have problems following learning rules. According to Motaung and Dube (2020), students do not pay attention in discussions, making it difficult for teachers to

facilitate the teaching and learning process. In short, students' attention to teaching and learning through WhatsApp was complex because the students did not understand what the teacher taught.

The last voice was WhatsApp persuaded the students to copy-paste the task. The teacher's appearance of voice said that the students copy-pasted their assignments often. Therefore, the teacher has warned students not to copy assignments so that the teachers know the limits of students' abilities. The finding showed that students who copy-paste the assignments were not good because they became lazy to study by themselves and lack of self-confidence. So, it was better than the students doing it by themselves, and the teachers could see the limits of their abilities. Yilmazsoy et al. (2020) stated that students could learn from the same task and that WhatsApp caused all students to tend to participate by just copying and pasting the assignment that the teacher has given. Sudirman et al. (2021) explained that the deficiencies experienced by students include the number of assignments that are too many, but the explanation of the assignment is not enough understood. So, many students are not honest in doing assignments, many of the students copy-paste answers from other students, and all answers are pure from the internet. Thus, the teachers must check students' tasks before the students collect their assignments.

From the explanation above, I concluded that teaching of use WhatsApp could be one of the online learning options in the teaching and learning process of speaking, but the teachers should know not only the benefits but also the limitations of teaching using WhatsApp.

5. CONCLUSION

Based on the result of data analysis by using thematic analysis, I found both benefits and limitations to the use of WhatsApp in speaking activities at one Islamic junior high school in Palembang as perceived by the teachers. The benefits of speaking activities by using WhatsApp were (1) WhatsApp could build the students' interest towards English; (2) WhatsApp made the teachers easier to share speaking material; and (3) WhatsApp made the teachers easier to control the class. In addition, there were also some limitations to the speaking activities by using WhatsApp found, namely (1) WhatsApp did not build the students' confidence in speaking English; (2) WhatsApp did not promote students' independence in learning to speak; (3) WhatsApp did not create enthusiast atmosphere among students; (4) WhatsApp made the students became less active in learning English; (5)

WhatsApp did not make the students pay attention to learning English; and (6) WhatsApp persuaded the students to copy-paste the task.

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