

**AN UNDERGRADUATE THESIS**  
**USING WHATSAPP AS A LEARNING MEDIA**  
**IN TEACHING WRITING DURING COVID PANDEMIC**  
**IN MTsN 1 MESUJI FILIAL**

**By:**

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**TARBIYAH AND TEACHERS TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H / 2022 M**

**USING WHATSAPP AS A LEARNING MEDIA  
IN TEACHING WRITING DURING COVID PANDEMIC  
IN MTsN 1 MESUJI FILIAL**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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1444 H / 2022 M**



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*Assalamu'alaikum, Wr. Wb*


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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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FILIAL

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
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**RATIFICATION PAGE**

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## **ABSTRACT**

### **USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTsN 1 MESUJI FILIAL**

**BY:  
HIJJRIAH AL MUKAROMAH**

The aim of this study was to discover the teaching and learning activities in MTsN 1 Mesuji Filial during covid pandemic, the problem in teaching and learning process , and the reason to choose Whatsapp as learning media during Covid pandemic. The spread of the covid virus has an impact on the world of education, namely there is an appeal to teach dinstance or online. Whatsapp, YouTube, LMS Google Class Room, and Zoom are just a few of the programs that have emerged as a result of the ongoing development of technology and can be utilized as online learning media. Because WhatsApp is the most popular of all these apps and has a vast range of functions, it is extremely possible for teachers and students to use WhatsApp as a teaching tool during the pandemic.

This kind of study used a case study and a descriptive qualitative methodology. In this study, observation, interviews, questionnaires, and documentation were used as data collection methods. Data collecting, data reduction, data display, and drawing conclusion are the methods utilized for data analysis.

The results of the study show were discovered that (1) Online learning at MTsN 1 Mesuji Filial uses learning methods in the form of giving assignments, learning media used include WhatsApp, LKS books, the internet, or in the form of photos (2) Problems experienced when teaching and problems that arise during the process learning (3) Teachers feel that whatsapp is more effectively used as a learning medium as well.

***Keywords: Covid Pandemic, English Teaching, Online Learning, Whatsapp.***

## **ABSTRACT**

### **USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTsN 1 MESUJI FILIAL**

**BY:  
HIJJRIAH AL MUKAROMAH**

Penelitian ini bertujuan untuk mengetahui kegiatan belajar mengajar di MTsN 1 Mesuji Filial pada masa pandemi covid, permasalahan dalam proses belajar mengajar, dan alasan memilih Whatsapp sebagai media pembelajaran pada masa pandemi Covid. Penyebaran virus covid berdampak pada dunia pendidikan yaitu adanya himbauan untuk mengajar jarak jauh atau online. Whatsapp, YouTube, LMS Google Class Room, dan Zoom hanyalah beberapa dari program yang muncul sebagai akibat dari perkembangan teknologi yang berkelanjutan dan dapat dimanfaatkan sebagai media pembelajaran online. Karena WhatsApp adalah yang paling populer dari semua aplikasi ini dan memiliki berbagai macam fungsi, sangat mungkin bagi guru dan siswa untuk menggunakan WhatsApp sebagai alat pengajaran selama pandemi.

Jenis penelitian ini menggunakan studi kasus dan deskriptif kualitatif. Dalam penelitian ini, metode pengumpulan data yang digunakan adalah observasi, wawancara, angket, dan dokumentasi. Metode yang digunakan untuk analisis data adalah pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil studi menunjukkan bahwa (1) Pembelajaran daring di MTsN 1 Mesuji Filial menggunakan metode pembelajaran berupa pemberian tugas, media pembelajaran yang digunakan antara lain WhatsApp, buku LKS, internet, atau dalam bentuk foto (2) Permasalahan yang dialami pada saat mengajar dan masalah yang timbul saat proses belajar (3) Guru merasa bahwa whatsapp lebih efektif digunakan sebagai media belajar serta siswanya sudah familiar dengan aplikasi tersebut.

***Kata Kunci: Media Pembelajaran, Mengajar Bahasa Inggris, Pandemi Covid, Whatsapp.***



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is the result of the writer's research, with the exception of certain sections that are taken from the cited bibliographies.

Metro, November 16<sup>th</sup>, 2022  
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## MOTTO

مَنْ نَفَّسَ عَنْ مُؤْمِنٍ كُرْبَةً مِنْ كُرْبِ الدُّنْيَا نَفَّسَ اللَّهُ عَنْهُ كُرْبَةً مِنْ كُرْبِ يَوْمِ الْقِيَامَةِ

*Whoever relieves a believer of a worldly distress, Allah will relieve him of a  
worldly tribulation on the Day of Judgment*

**-HR. Muslim**

رِضَا اللَّهِ فِي رِضَا الْوَالِدَيْنِ وَسَخَطُ اللَّهِ فِي سَخَطِ الْوَالِدَيْنِ

*Allah pleasure is in the pleasure of both parents and the anger of Allah is in the  
anger of the parents*

**-HR. Tirmidzi, Ibnu Hibba, Hakim**

## **DEDICATION PAGE**

The succes of this study is dedicated to:

1. I dedicate all of my current struggle to the two most important persons in my life. My adored father Sami'an and my adored mother Siti Rofiah. I dedicate this undergraduate thesis to my father and mother, who have brought me so much joy. I'm grateful for all the love that have shown me.
2. My beloved sister Dzunnuraini and my nephew Muhammad Haris Ar-rayhan provided me the spirit to accomplish my goals, as well as My big family, who always hope for and look forward to my accomplishment.
3. My best friend Eka Nur Kasih and my friends, Anna Stasya, Lulu Maileni, Hesti Kartika, Resinia, who encouraged me to finish this an undergraduate thesis.
4. My friends of 2018 English Education Department, I appreciate your prayers and support.
5. My Almamater, English Education Department, Tarbiyah And Teachers Training Faculty, State Institute for Islamic Studies (IAIN) of Metro.

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Praise to the presence of Allah SWT, the Almighty God, for His mercy and guidance to all of us, especially for the writer so that can compile this research entitled "USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTsN 1 MESUJI FILIAL" as well as possible. Sholawat and greetings, may always be abundantly poured out to an exemplary figure who brings great changes for us, a figure who will always be a role model and a mercy for the universe, namely the Prophet Muhammad SAW, may his intercession always accompany us on the last day. Amen.

In this time, the writer would to express her deepest gratitude especially to:

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2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung
4. Dr. Dedi Irwansyah, M.Hum, as the advisor valuable knowledge and support in finishing this an undergraduatethesis.
5. Head master of MTsN 1 Mesuji Filial who has given me permission to conduct research.

6. The teachers who have guided me to conduct the research and all students participant of MTsN 1 Mesuji Filial who have helped in a lot of to the writer during the research

The researcher realize that this undergraduate thesis still has many shortcomings and weaknesses, so expect constructive criticism and suggestions from all parties to improve this undergraduate thesis. Hopefully this undergraduate thesis will be useful for all of us.

Metro, November 4<sup>th</sup>, 2022  
The Writer



Hijriah Al Mukaromah  
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

The Madrasah Tsanawiyah (MTs) is a basic education formal education program. At the junior secondary level, education and learning focuses on laying the groundwork for future generations to become human beings capable of coping with increasingly difficult circumstances. Basic education is defined as SD (Elementary School)/equivalent and SMP (Junior High School)/equivalent, according to the Law on the National Education System No. 20 of 2003, article 17 regulating basic education.<sup>1</sup>

The purpose of MTs as part of the national education sub-system is to help learners grow and thrive as individuals who are religious, good in attitude, healthful, intelligent, talented, productive, imaginative, autonomous, fair, and honest. National education is based on Pancasila and the Law The Republic of Indonesia's Constitution of 1945, and is established in religious values, Indonesian cultural identity, and adaptable to changing circumstances.<sup>2</sup>

The world is currently a face disaster that is spread covid-19 virus. The Corona virus is a bacterium that causes respiratory disorders ranging from moderate to acute, with a time of incubation around 6 to 14 days, that causes of reductions of activities outside the home including teaching and learning it's

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<sup>1</sup>Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional BAB1Pasal 1.

<sup>2</sup>*Ibid.*

happens to avoid the virus.<sup>3</sup> Along with the issuance of a message from Education ministry and Culture Series 36962/MPK.A/HK/2020 (Covid-19) Virtual Studying and Working at Home in the Regard of Attempting to stop Corona Virus Disease. The government recommends teaching and learning to be done from home or online, this happens so that education run as well.<sup>4</sup>

Nowadays is digital era, everything be able access by technology and can't deny that technology has invaded our life. The development of technology causes emergence social media applications, which be able access in smart phone. Almost all of people now have a smart phone and using social media such as facebook, instagram, twitter, whatsapp, and YouTube. This is very useful for the world of education today because it is written in the Law of the Indonesian Amount 20 of 2003, section 1 on the Domestic Educational System, distance education is viewed as teaching and learning inside which participants are divided from instructors and studying is accomplished through the use of numerous learning tools such as digital communication, knowledge, and some other internet media.<sup>5</sup> In learning activity numerous exist platform media in online learning can be used as though Whatsapp, YouTube, LMS, Google Classroom, or Zoom. Several platforms that have been existing could assist in making education go more nicely.<sup>6</sup>

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<sup>3</sup>Dewi suriyani Djamjuri dan Atiyatul Kamilah," Whatsapp Media In Online Learning During Covid-19 Pandemic", *English Journal* Vol 14 No 2/September, 2020, pp. 69.

<sup>4</sup>SE Kemendikbud Nomor 36962/MPK.A/HK/2020.

<sup>5</sup>*Ibid.*, 1

<sup>6</sup>*Ibid.*

Almost all Indonesian society use WhatsApp application for online communication in daily life. WhatsApp is the latest social media that can be used to send messages, pictures, audios or videos online. Because so easy to use, WhatsApp become one of popular social media. WhatsApp is a bridge communications app that has more than 250 million users. In the field of education, teachers can utilize it as a guidance media to help pupils learn English more instantly. In Indonesia, English is the first foreign language learned at every school.<sup>7</sup>

WhatsApp be able to use from every background start from teenagers until elder level. English is included in the curriculum from Elementary School/Madrasah to Higher Education level. Moreover this application has a very big range, everyone be able to communicate, share and get the information each other so fast and easy. The majority of users select operate this app because it enables them could exchange low-cost messages to each other. The advantage of WhatsApp is WhatsApp will be available to assist facilitate and alternative tool in new learning experience in the teaching- learning relationship. Furthermore, WhatsApp could assist learners in enhancing language skills such as speaking, writing, reading, and listening.<sup>8</sup>

Looking at the reality of society regarding online learning, several problems were found, namely the unpreparedness of parents and educators for online learning which resulted in the availability of learning facilities and infrastructure, besides that the internet network was unstable. The internet in rural

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<sup>7</sup>KHERYADI, "The Implementation Of WhatsApp As Media Of English Language Teaching", *LOQUEN* Vol. 10 No. 2 /July-Desember 2017, 7.

<sup>8</sup>*Ibid.*

areas has not operated well, especially in rural areas in remote areas. This has caused teaching and learning activities during the pandemic period did not run well. Based on data Dapodik(*Data pokok pendidikan*) Kemendikbud in 2020 there are 46,272 or 18% primary and secondary education units no internet access and 8,281 education units or 3% electricity is not installed.<sup>9</sup>

Based on observations the mechanism of online teaching process at MTsN 1 Mesuji Filial was carried out by students in grades 1 to 3. The media used at the beginning of online learning was quipper, but because it is in a rural area with an unstable internet network this application runs slowly, so teaching and learning does not go well. Because of this, the use of the WhatsApp application which was previously only used to share learning information, and now also used to convey material and matters related to learning.

From previous research conducted by previous researchers, several other problems were found such as, online learning materials delivered may not necessarily be understood by students. In delivering material, of course a media is needed, of course media that is interesting, easy to use and can help convey material efficiently and effectively during this COVID-19 pandemic. Therefore, mastering technology is essential now, because during the covid pandemic, teaching and learning activities take place online with indefinite time. By mastering technology, teachers can decide which medium is suitable for learning, which is certainly easy and does not cause difficulties for students when using and receiving the material. However, based on previous research, not all teachers are

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<sup>9</sup>R. Gilang. K, "*Pelaksanaan Pembelajaran Daring di Era Covid-19*" (Jawa Tengah:LUTFI GILANG,2020),28.

proficient in technology and IT, as not all teachers are able to use laptops/computers, digital platforms and use the internet, even though in this modern era, the medium of learning has been affected by technology, such as the use of social media during the Covid-19 pandemic, WhatsApp was used as a learning tool.<sup>10</sup>

The role of medium in teaching process is to enhance pupils' interest in learning activities.<sup>11</sup>In this case educator required to provide more creative and innovatif learning media, be able to attract students attention, interest, thought and learning material be able to accept and understanding so well by the student. In addition, learning media also useful in creating learning atmosfer, because of the student often suffer boredom as a result medium instruction serves as a technique of overcoming monotony in the teaching process.

WhatsApp as a learning media is supported by several previous studies such as written research journal by Djamjuri and Kamilah 2020, the conclusions that can be drawn from this research are, in During Covid-19 epidemic, teachers found WhatsApp to be more convenient than LMS for carrying out teaching and learning activities. It's because WhatsApp became more practical, and all pupils are familiar with how to use it.<sup>12</sup>

As well as research conducted by Linda and Ri'aeni 2018 and the conclusion is this application keeps students motivated to master and also can help

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<sup>10</sup>Kompyang sri wahyuningsih, "Problematika Pembelajaran Daring Di Masa Pandemi Covid-19 Di Sma Dharma Praja Denpasar", *JurnalPangkaja* Vol 24 No 1/ Maret, 2021, 113.

<sup>11</sup>Ali, Muhamad. "Pengembangan media pembelajaran interaktif mata kuliah medan elektromagnetik." *Jurnal edukasi elektro* 5.1 (2009):12.

<sup>12</sup>*Ibid.*, 2

them in writing excellent essays. In the process of learning, it is a fun and effective teaching tool.<sup>13</sup>

MTsN 1 Mesuji Filial is formal education institutions which is equivalent to Junior High School. MTs have the same curriculum with Junior High School, but there is more religious education in MTs. Before Covid pandemic teaching activity still using old media such as white board, marker, book and not too take the advantage of technology. Based on the above problems the researcher feeling interested to hold the research. The title of research is USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTsN 1 Mesuji Filial.

## **B. Problem Identification**

During covid pandemic teacher and student as educator and learner experiencing many obstacles, this is based on literature reviews in several journals, the following problems can be identified: such as, learning media, internet connection, the understanding of the material.

1. The first problem is related to the material

Some few pupils are struggling to understand the online class material. For example, typically materials are presented in a form of readings that are difficult for pupils to fully understand completely.

2. The second problem is related to internet connection

Internet connection availability in some areas is not able to access so easy.

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<sup>13</sup> Linda and Ida Ri'aeni," Whatsapp Messenger as a Mobile Media to Learn Writing for EFL Students", *JIKE* Vol 1 No 2/Juni 2018, 163.



### 3. The third problem is related to support devices

In rural areas not all student have the same facilities, especially for parents of students who have less economic they can't bought smartphone for their children.

#### **C. Problem Limitation**

Teaching and learning activity are greatly helped by the presence of Whatsapp, teacher be able to teach wherever and whenever. The reason why the writer choose using Whatsapp for learning media is Whatsapp so easy to use, especially for teacher who are not too technologically updated. Moreover, Whatsapp sending message so fast also stable connection this is very helpful learning activity. As a teacher using whatsapp be able to convey the material in new way and be able to take the advantage of technology in education well.

#### **D. Problem Formulation**

1. How are the teaching and learning activities in MTsN 1 Mesuji Filial during covid pandemic?
2. What is the problem in teaching and learning process during covid pandemic?
3. What is the reason to choose Whatsapp as learning media during Covid pandemic?

## **E. Objectives and Benefits of Study**

### 1. Objectives of Study

- a. To find out, how the teaching and learning activities during covid pandemic.
- b. To find out, what the obstacles that experience in MTsN 1 Mesuji Filial during Covid pandemic.
- c. To find out the reason of why choosing whatsapp as a online learning media.

### 2. Benefit of Study

Especially for english teacher, this research is expected to provide effective and efficient learning media alternatives for teaching writing, particularly for English teachers, by using technology as a learning tool, add new knowledge, and also expected this study can assist English teachers in addressing their weaknesses and learning effective teaching techniques.

## **F. Prior Research**

In this paper, the writer takes three previous researches about Whatsapp. They are (1) Linda and Ida Ri'aeni (2) Asiani Dumanaw, Y. Gatot Sutapa Y, Urai Salam. (3) Martin Mabeifam UJAKPA and Team's study.

### 1. Linda and Ida's Study

The frist reseach has been done by Linda and Ri'aeni (English Department of Unswagati).The focus of this research is to determine whether Whatsapp Messenger could be used in EFL classes to teach writing.<sup>14</sup>The goal

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<sup>14</sup>*Ibid.*, 6.

of this study was to see how students react to utilizing Whatsapp Messenger to learn to write. The method employed in this study was a survey. The sample was composed of 22 students from three classes of first grade students at Unswagati's English Department. The research instrument used in this study was a questionnaire sheet. Information out from questionnaire sheet was evaluated depending on the frequency of students' responses, and in that instance, a percentage was generated and interpreted.

In the end of the study the researcher concludes that Whatsapp Messenger is easy to learn, Whatsapp piqued pupils' curiosity, and they also have a great perception regarding implementing it.

## 2. Asiani Dumanaw, Y. Gatot Sutapa Y, Urai Salam's Study

The second research has been done By Dumanaw, Sutapa, and Salam. It is a survey conducted on tenth-grade students at SMA Negeri 5 Pontianak in the academic year 2018/2019 to enhance their recount text writing skills through the utilization of WhatsApp.<sup>15</sup>

The research method of this study was pre-experimental research with a separate cluster pre- and post-test form. The pupils in this experiment were from class X IPA 1, a total of 35 students, the writer took the sample by using cluster random sampling and the data were collected in written test. By use of Whatsapp showed to have a significant impact on the students' recall text writing achievement in this experiment.

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<sup>15</sup>Dumanaw, Asiani, et al., "The Use of WhatsApp Application to Teach Writing of Recount Text", *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, Vol 7 No 12 (2018):1.

### 3. Martin Mabeifam UJAKPA and Team's Study

The last researcher has been done By UJAKPA and Team's study. The point of the study is to explore into the usage of WhatsApp to aid communication in university teaching and learning. It puts emphasis on the use of WhatsApp groups to exchange lesson instant messages, images, and video files both between classmates or between lecturers and students.

The main data collection tools used in this study were a questionnaire, an interview, and observing. Questionnaire forms and interviews were used to acquire data amongst 166 students and two educators. WhatsApp could be implemented to encourage information exchange in Namibian academic learning, as according to findings. WhatsApp boosts student-to-lecturer interplay, student-to-student interplay, student-to-lecturer proximity, and student-to-student proximity and can be used to availability of alternative in education and learning.<sup>16</sup>

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<sup>16</sup>Ujakpa, and et al," Using WhatsApp to support communication in teaching and learning", 2018 IST-Africa Week Conference (IST-Africa). IEEE, (2018) 1-5

## CHAPTER II

### THEORETICAL REVIEW

#### A. Learning Media

##### 1. Definition of Learning Media

The term media literally means "medius" which is a plural form of the term medium, where it literally means "middle, intermediary, or introduction". In overall, media are all various kinds of middleman that expanded, handle, or transmit things text and thoughts to the addressee in addition to encouraging the pupils' personal opinions, emotional responses, curiosity, and interest in a quite direction that its education begins.<sup>1</sup>A device for acquiring, interpreting, and structuring visual and linguistic information is medium in education.

Learning media is an educational instrument which could be used to provoke students' reflections, sense, and goals in order to foster learning, which is an important element of the educational process.<sup>2</sup> Learning media must boost incentive to learn. Learners are motivated through the use of learning media in creating and delivering new learning stimuli, the media must also encourage learners to recall what they have learned. Good media would also allow students to provide comments and reviews, as well as inspire them to practice properly.<sup>3</sup>Based on the above explanation, learning media in my perspective, is

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<sup>1</sup>Talizaro Tafono, et al, *The Role of Teachers in Utilizing Learning Media as A Learning Source for Milenial Students* (Surabaya: EAI Publishing, 2019), 158.

<sup>2</sup>Abdul Hafidz Zaid, et al, *Multimedia Application Material for Speech Skill* (Padang: EAI, 2019), 508.

<sup>3</sup>Sirojjudin, *The Influence of Inquiry Approach Using Multimedia Toward Stdents' Concept Mastery And Motivation On The Material of Cell At SMA Labschool Pulau Arar* (Sorong: EAI, 2019),131.

a tool for producing and implementing new learning stimuli, and it must also inspire students to recollect what they have learned, besides that learning media is a tool for students to get more in-depth information about a knowledge.

## **2. Function of Learning Media**

As a function, media serves useful function, it acts as a means for building an effective teaching learning environment, as well as completing the learning process, while also attracting students' attention. Function of media can be grouped into four:

- a. Capturing an object.
- b. An important event.
- c. Rare object that can be captured either by photos, films or record through radio.
- d. Help in explain the learning process of manipulating circumstance.<sup>4</sup>

## **3. The Benefits of Learning Media**

There are nine benefits of learning media:

- a. Be able to arouse new desire and interest.
- b. Be able to arouse motivation and stimulate participans to learn well.
- c. Control the partisipant learning speed.
- d. Instill the basic concepts either true, real or right.
- e. Produce uniform observation.
- f. Enable to direct interaction between participants and the environment.
- g. Overcome classroom boundaries.

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<sup>4</sup>I Ketut Sudarsana, Et Al, *Learning Media: The Development And Its Utilization* (Sulawesi Selatan: Yayasan Ahmar Cendikia Indonesia,2020),3.

- h. Overcome the limitations of the knowledge possessed.
- i. Provide a whole experience from concrete to abstract things.<sup>5</sup>

#### **4. Types of Learning Media**

There are four types of learning media:

##### a. Visual Media

Media include schematics on a picture, photos, comics, posters, graphics and miniatures.

##### b. Audio Media

Media which includes anything that can be heard such as: sound, music, musical instrument, radio and broadcast.

##### c. Text- based

Media text-based is the most often utilized learning medium, such us: book, poetry, magazine and whiteboards.

##### d. Multimedia

Multimedia such as: interactive media, hypermedia, virtual reality, and multimedia kits.<sup>6</sup>

#### **5. Characteristic of Learning Media**

We should know the reasons and qualifications in media selection before we can implement good media choices and in line with the appropriate regulations, including the worthiness of media and material, affordably priced funds, currently offered hardware, currently offered learning resources, and last

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<sup>5</sup>*Ibid.*

<sup>6</sup>E Marpanaji, et al. "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants." *J. Phys.: Conf. Ser.* **1140** 012014, 3.

but not least, the relieve with which the media that has been choosen can be used. There are five characteristics of learning media, which is:<sup>7</sup>

a. Fixative Characteristic

This characteristic specifies the media's ability to record, keep, maintain, and rebuild an event or object an activity or thing might be grouped and reorganized with things that can be simply filmed by a camera and an activity or thing can be generated anytime necessary.

b. Manipulative Characteristic

Manipulative characteristics, such as the ability to present to pupils an occurrence that takes days in two or three minutes and use a time lapse filming technique

c. Distibutive Characteristic

A distributive characteristic is one in which an object can be altered via space while being presented to a large number of pupils with reasonably extended experience stimulation at the same time

d. Hardware

Something that can be seen, heard, or touched with the five senses. The content to be conveyed to students is contained in message content embedded in hardware.

e. Software

The content to be conveyed to students is contained in message content embedded in hardware.

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<sup>7</sup>R. Nurhayati, and Aulia Nur Tanzila. "Konsep Dasar Media Pembelajaran." *JIEES: Journal of Islamic Education at Elementary School* Vol 1, No 1 (2020), 41.



## **B. Teaching Writing in The Era of Covid-19**

### **1. The Definition of Teaching**

In the most basic sense, teaching refers to either a community's career or profession as a teacher, or an action or activities of a group performed to assist an individual in learning or acquiring certain knowledge, skills, attitude, or interest. Teaching is a three-way interaction that includes teaching resources (human or material), participants, and a series of programs are intended and manipulated primarily to affect student behavior.<sup>8</sup>

Teaching is seen as a system consisting of components that depend on each other, and organized the competencies that must be achieved by the students, the subject matter, methods and approaches to teaching, teaching media, learning resources, organizing classes, and assessment.<sup>9</sup> Teaching is a scientific process, and its main components are content, communication, and feedback. Teaching is considered as an art or a science. As an art, it emphasizes the artistic and imaginative ability of the teacher to create useful classroom situations for students to learn. As a science, it highlights theological steps, machines, or procedures that need to be followed to achieve goals effectively.<sup>10</sup>

Based on the above explanation, teaching is a profession, but it is also an activity that cannot be done alone or without the involvement of other learning components, such as students and learning resources.

### **2. The Definition of Writing**

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<sup>8</sup>S.K Manggal, *Learning And Teaching* (Delhi: PHI Learning Pvt. Ltd, 2019): 243.

<sup>9</sup>Rohandi Yusuf. "Teaching EFL Students Using Selected Media: Offline Video Taken From YouTube" *Ultimate Research and Trends in Education* Vol 2, No 1 (2020): 29.

<sup>10</sup>Isola Rajagopalan, "Concept of Teaching", *Shanlax: International journal of education* Vol 7, No 2 (2019): 6.

Writing is the way in which a person presents his or her beliefs and emotions by visual signals that are meaningful not just to himself and also to everyone. It signifies that if someone writes, she or he may demonstrate their ideas and views by converting words into sentences and sentences into meaningful paragraphs.<sup>11</sup> Word usage, correct grammar, syntax, and mechanics, as well as the structuring of thoughts into a coherent and cohesive style, are all factors to consider when writing.<sup>12</sup>

Writing has long been a part of English language programs, among the four basic language skills. A few of the factors is that an awful lot of people have to learn to write in English for career or academic goals. As a result, writing competence is required in regards to student necessities. Additionally, the usage of English as a foreign language by Indonesian students makes writing a more difficult subject for them. As a result, students may find this work challenging because it entails numerous procedures such as establishing a specific sensation or impression, organising, scripting, and revising.

Writing, in my perspective, should be taught to learners because it is the second most important skill that pupils must grasp after reading. Furthermore, writing abilities will be extremely valuable once pupils have progressed to the next level of education or for future careers.

### **3. The Purpose of Writing**

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<sup>11</sup>Indrilla and Ciptaningrum ,”An Approach In Teaching Writing Skills: Does It Offer A New Insight In Enhancing Students’ Writing Ability “ *LTT Journal* Vol 21, No 2 (2018);125.

<sup>12</sup>Yanuarti Apsari,”Reflektif Reading Journal In Teaching Writing,” *Indonesia EFL Journal*Vol 4, No 2 (2018), 26.

Informed, persuasion, and descriptive writing are the three types of writing purposes. This three sorts of writing styles describe the types of writing that will be evaluated dependent on the grade level of the classroom. On other hand, its category is linked to the many writing assignments, such as papers, novels, letters, reports, recounts, journals.<sup>13</sup>

In addition to the categories above, there are still several purposes for writing, which is:

- a. Writing to have a better appreciation of the situation.
- b. Writing to submit facts.
- c. writing to assess anything.
- d. writing to analyzing the picture.
- e. writing to analyzing manuscripts.
- f. writing In order to influence others.
- g. writing to entertain people.
- h. Writing in order to motivate others.
- i. Writing to try out a new style.<sup>14</sup>

#### **4. The Definition of Covid-19**

COVID-19 is an acute respiratory infectious illness that is spread mostly through the lungs. The term "Corona" comes from the latin word corona, which means "crown," and refers to the spikes' resemblance to a crown. Coronavirus, now identified as Severe Acute Respiratory Syndrome

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<sup>13</sup>I Made Suastra, "Empowering Students' Writing Skill Through Performance Assessment," *International Journal of Language Education* Vol 4, No 3 (2020)434.

<sup>14</sup>Annisa Roudatus Sa'adah, "Writing Skill In Teaching English: An Overview," *Educasia* Vol 5, No 1 (2020), 434.

Coronavirus-2, has arisen as Coronavirus Disease 2019 (COVID-19) (SARS-CoV-2).<sup>15</sup>

Corona virus has a spherical or pleomorphic shape, single-stranded RNA that is encapsulated, and a club-shaped glycoprotein covering. Corona viruses are divided into four types: alpha, beta, gamma, and delta. There are numerous serotypes of corona viruses in each subtype. People can contract the infection by coming into close contact with someone who is coughing or sneezing due to the virus. Corona virus was disseminated primarily through airborne zoonotic droplets.<sup>16</sup>

The World Health Organization has designated the causative virus as Acute Respiratory Syndrome Corona Virus 2 (SARS-CoV-2) and the corresponding infected disease as CoronaVirus Disease2019 (COVID-19), respectively. Patients are divided into three categories based on the severity of their symptoms: mild, severe, and critical.<sup>17</sup>

In my perspective Corona virus is part of viruses that attack the upper respiratory tract, this virus causes mild, moderate to serious infections. This virus is a new type of virus with a higher transmission rate than the previous virus.

## **5. The Impact of Covid-19 on Teaching**

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<sup>15</sup>Saira Baloch, et al. "The coronavirus disease 2019 (COVID-19) pandemic." *The Tohoku journal of experimental medicine* Vol250. No 4 (2020): 271.

<sup>16</sup>Dharmendra Kumar, At Al."Corona Virus: A Review Of COVID-19." *EJMO* Vol 4. No 1 (2020):8.

<sup>17</sup>Feng He, Et Al. "Coronavirus Disease 2019: What We Know?." *Journal Of Medical Virology* Vol 92. No 7 (2020): 719

The world's education system has been harmed by the coronavirus epidemic, according to the United Nations Education, Scientific, and Cultural Organization (UNESCO). Many pandemics have occurred throughout human history, affecting human life, education, and global economic progress. Coronavirus is growing at an exponential rate, and several countries are putting stringent quarantine on their citizens to stop the spread of this extremely dangerous disease. COVID-19 has an effect on not just children but also instructors and parents all over the world. According to UNESCO, school closures have displaced over 1.5 billion kids in 195 nations throughout the world. COVID-19 has an impact on the entire educational system, including examinations and evaluations, the start of a new semester or term, and the possibility of extending the school year.<sup>18</sup>

The implications were far-reaching, affecting learning and forcing schools, colleges, and universities to quit face-to-face instruction. Considering the incidence of rarities such as a lack of online teaching infrastructure, limited teacher exposure to online teaching, information gaps, a learning environment that is not favorable to learning at home, equity, and academic achievement in higher education. Despite the problems faced by both educators and learners, online learning, distant learning, and continuing education have proven a remedy for this unprecedented worldwide pandemic. Transitioning from traditional face-to-face learning to online learning can be a completely different experience for both students and teachers, one they must adjust to with few or

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<sup>18</sup>Seble Tadesse And Worku Muluye. "The Impact Of COVID-19 Pandemic On Education System In Developing Countries: A Review." *Open Journal Of Social Sciences* Vol 8. No 10 (2020):160.

no other options. During the pandemic, e-learning tools were critical in assisting schools and universities in facilitating student learning during the shutdown of universities and schools.<sup>19</sup>

In my Perspective Covid has two impact on learning, the first is that it encourages students to engage in technology-based learning, despite the fact that they must pay for internet quota, which is not cheap. The second, covid is also one of the causes of changes in RPP, methods, strategies, and media.

### **C. Whatsapp Messenger As A Learning Media**

#### **1. Figuring Out The Whatsapp Messenger**

Whatsapp Messenger is a smartphone instant messaging service that is proprietary and encrypted. It uses a standard cellular phone to communicate text messages, documents, photos, video, user location, and audio messages to other users via the internet. Although it may be difficult to believe, WhatsApp may be utilized as a learning tool. WhatsApp's primary goal is to facilitate communication, and education is nothing more than communication at its most fundamental level. It can also improve student communication and provide an additional learning environment.<sup>20</sup>

WhatsApp Messenger impresses students' curiosity, and they have a good attitude when utilizing it. Learning using WhatsApp groups has proven to be a great way for students to improve their writing originality. WhatsApp can be utilized for educational purposes as well as for personal use. Students can

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<sup>19</sup>Sumitra Pokhrel and Roshan Chetri. "A Literature Review On Impact Of COVID-19 Pandemic On Teaching And Learning." *Higher Education For The Future* Vol 8. No 1 (2021): 134.

<sup>20</sup>V Sharmila, *Ict In Education* (US: Lulu Publication, 2019), 23.

make good use of their devices to improve their English learning abilities. Students can learn more about ICTs (Information and Communication Technologies) and increase their knowledge.<sup>21</sup>

WhatsApp in my viewpoint, the most widely installed and simplest and quickest app. As a result, WhatsApp is an excellent learning tool because of its ease of use, which reduces difficulties when using it when learning online.

## **2. Whatsapp Features**

WhatsApp app has a variety of features that are necessary for the virtual learning concept.

### **a. Text Messaging**

Text messaging is one of these features, which will facilitate communication between educators and students.

### **b. Sharing Images**

To stimulate pupils to seek solutions and make it easier for them to ask questions of the teacher, WhatsApp may share images instantly from the camera or from the gallery.

### **c. Sharing Video**

WhatsApp's video sharing feature makes it easier for teachers to share lesson plans that incorporate instructional films, enhancing pupil delivery and avoiding conceptual misunderstanding mistakes.

### **d. Voice Feature**

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<sup>21</sup>*Ibid.*, 6.

Voice calls, direct voice messages, and notes can all be sent to pupils or educators via WhatsApp.

e. Broadcast/Group Chat

WhatsApp's broadcast and group chat features, which allow you to send messages to numerous users at once, students can communicate with one another and talk about the teaching materials that the teacher has given more easily.<sup>22</sup>

### 3. Ways in Using WhatsApp as Learning Media

Whatsapp appears to be a recent development as a tool for students and educators to communicate. Hence, as for the procedures for utilizing the WhatsApp app as a teaching medium.

- a. Download and then open the whatsapp application on the google play store.
- b. The instructor sets up a WhatsApp group, this group will serve as our virtual classroom for the purpose of distributing course materials, instruction, and homework.
- c. The instructor can invite students individually or via a link to join an online class that has been created.
- d. The instructor takes attendance using a Google Form online.
- e. The instructor creates a schedule and a lesson plan.
- f. Students and teachers engage in virtual learning activities.

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<sup>22</sup>Yuni, Rolita Utami "The Effect Of Using Whatsapp In Blended Learning On Students'ability In Writing Descriptive Text (A Quasi Experimental Research at Student Tenth Grade of SMAN 5 Kembang Mumpo in Academic Year 2019/2020)." *Diss. IAIN BENGKULU*, 2020;31.



- g. The instructor gives out materials and task to gauge how much a pupil has mastered
- h. The instructor evaluates the results of the pupils' learning.<sup>23</sup>

In addition to the steps mentioned above, there are a variety of other particular procedures for using WhatsApp as a teaching tool, particularly for writing skills, as follows:

1) Create a WhatsApp group

Teachers collect and save the WhatsApp accounts of their pupils in the phone's internal storage. Then, teachers build a group based on the WhatsApp group for their class.

2) Set the rules

The educator and the pupils must agree on the obligations of using WhatsApp. It mandates that pupils use courteous language. Then, they may wish to add their own regulation for what information may and should not be shared in the group, such as jokes and casual English conversations, as well as whether or not students are permitted to send educators personal messages outside of the group.

3) Set up for class use

Regarding classroom use, teachers can set up. For instance, some teachers request that their pupils arrive to class with their headphones the day before (and then the morning of). Educators can either have pupils pair up and to

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<sup>23</sup>Wibowo, Hasliani, Andi Muhammad Yauri, and Uswatun Hasanah. "Using Whatsapp As A Learning Media In Teaching Writing." *International Journal of Research on English Teaching and Applied Linguistics* 2.1 (2022): 74.

lend to students if one or two students occasionally forget to bring their own.

#### 4) Assign the tasks

A crucial caveat is that WhatsApp is not a teaching tool per se; rather, it is a mechanism to give students input and a platform for them to share their work. Both can be used in the classroom to help learners and to address classroom management issues, as well as outside of the classroom to give students additional opportunities to assign and collect assignment.<sup>24</sup>

Teachers can thus use WhatsApp to carry out a variety of writing-related activities in the classroom. The following is an example of a writing lesson utilizing WhatsApp:

##### a) Activity 1

(1) Teachers post a photo that relates to the content to the class WhatsApp group. Teachers might upload a photo of a monkey and a vendor to the class WhatsApp group as an example while teaching narrative prose. It seeks to bring back pupils' prior knowledge.

(2) Then, teachers pose some questions to their pupils in relation to the images. "What picture is it?", Have you ever seen this animal before?, Where did you see this animal?, Who the picture is it?"

(3) The tale is then sent by teachers."in the form of an audio or a video to the group on WhatsApp for the class. Pupils may use their own headphones to hear or view the story.

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<sup>24</sup>Jasrial, Dedi. "Utilizing WhatsApp application for teaching English language: Why and how?." *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*. Vol. 1. No. 1. 2019. 154-155.

(4) The topic is then retold by pupils, who then submit it as part of the instructors' message.

b) Activity 2

You can submit it by putting it right into a WhatsApp message. Sending photos is one more activity that educators can engage in. The images depict the most recent problems that have occurred. For instance, an image of a flood that frequently occurs in a certain location of their city. Then, teachers request comments from their students regarding the image. How to stop the flood is the topic of the comment. Students will investigate their concepts here. The pupils can then comment on WhatsApp by typing. Students' written work will be graded by the teacher.<sup>25</sup>

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<sup>25</sup>Ibid., 24.

## CHAPTER III

### RESEARCH METHOD

#### A. Type and Characteristic of Research

##### 1. Types of Research

This research follows a case study, It is focuses on a phenomenon over a period of time and collects data before and after the occurrence in order to gain a deeper understanding of the phenomenon or its influence.<sup>1</sup>While the approach used in this research is a qualitative research approach. Qualitative research is sometimes described as a naturalistic, interpretive method that focuses on investigating things from the inside out and starts with the viewpoints and experiences of research participants.<sup>2</sup>

The steps is researching and seeking information regarding the phenomenon of using Whatsapp as an education aid in the teaching and learning activities in class VIII G MTsN 1 Mesuji Filial, which carried out online learning using whatsapp.

##### 2. Characteristic of Research

The characteristic of this research is descriptive, namely research that descriptive research tries to elucidate or contemporary historical themes in order to gain a better grasp of them. Instruments and methods such as surveys and observation are frequently used to do this.<sup>3</sup>

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<sup>1</sup>Vivake Anand, et al, *International Case Studies in the Management of Disasters* (UK: Emerald Publishing Limited, 2020).

<sup>2</sup>Sonyel Oflazoglu, *Qualitative Versus Quantitative Research* (Croatia: Intechopen, 2017).

<sup>3</sup>Peter Stokes and Tony Wall, *Research Method* (UK: Macmillan Education, 2017), 89.

In this study, the writer described the phenomenon that is currently happening, namely Whatsapp as a learning medium for virtual learning writing during the covid pandemic at MTsN 1 Mesuji Filial.

## **B.Data Source**

In this step the writer tries to get and collect various sources of data related to the problem under study, in this study includes primary data (main) and supporting data (secondary). The source of data in the study is the target population of this study is the source of the data.

### **1. Primary Data**

Primary data is data or information obtained by researcher directly from the source. This study, collected data in the form of students' opinions about their experiences while using whatsapp as a writing teaching medium, which became the subject of obtaining data, namely, 2 teachers and 15 students of class VIII G MTsN 1 Mesuji Filial.

In addition,the writer in this study usedsimple random sampling, Which is a method of selecting subjects and participants in which all individuals in a population have an equal chance of being chosen and is done through sampling with replacement.<sup>4</sup>

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<sup>4</sup>Gregory J. Privitera, *Researcg Methods for the Behavior Sciences* (California: Sage Publication, 2019),42.

## 2. Secondary Data

Secondary sources include facts and information that you did not produce or write. Sources of secondary data are academic articles from journals, academic books, and academic text. The secondary data sources in this study are previous research journals relating to all information regarding during the Covid epidemic, whatsapp was used as an instructional tool for teaching writing.<sup>5</sup>

## C. Data Collection Techniques

Data collection techniques are tools in the process of collecting factual information or documents that can be used as the basis for research. In this study, four data collection techniques used, namely:

### 1. Observation

In this study, the writer conducted non-participating observations, non participant observation, which is observers who are not part of the program staff or the benefit group perform similar tasks in non-participant observation. The observers stay on the sidelines and do not participate in the activities being observed in non-participant observation. In this study observed the online learning process carried out in class VIII G MTsN 1 Mesuji Filial.<sup>6</sup>

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<sup>5</sup>Ibid,.23

<sup>6</sup>Daniel L. Stufflebeam and Guili Zhang. *The Cipp Evaluation Model*. (London: The Guild Ford Press,2017),201.

## 2. Interview

Can be regarded as an interview that begins with a person being interviewed, interview subject conversation rooted in interviewee-relevant issues and progresses to include an equally interested and completely involved respondent. This study interviewed the teachers at MTsN 1 Mesuji Filial in order to find out the problems experienced and find out the reasons for choosing whatsapp as a learning medium used during the online learning phenomenon during the covid pandemic.<sup>7</sup>

## 3. Questionnaire

A questionnaire is a properly developed research instrument made consisting of tested questions that are used to collect specific data. In this study, the writer distributed questionnaires via Google Form to 15 students from class VIII G MTsN 1 Mesuji Filial. The questionnaire contains 15 questions about the obstacles and experiences encountered during the the virtual learning pathway by using whatsapp in teaching writing.<sup>8</sup> The questionnaire was created as statement using a four-point likert scale: strongly agree, agree, disagree and strongly disagree.

## 4. Documentation

Documentation, in other words data collecting procedures through the documentation of documents with a special relevance to the subject under consideration in this study. This study, the writer documented teaching and

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<sup>7</sup>Helen Kara and Su-ming Khoo, *Qualitative and Digital Research in Times of Crisis* (UK: Policy Press, 2021), 145.

<sup>8</sup>Helen Kara. *Little Quick Fix: Write A Questionnaire* (London: Sage Publications, 2019), 11.

learning activities carried out using whatsapp at MTsN 1 Mesuji Filial. Documentation in the form of photos or screenshots of the teaching and learning activities carried out.<sup>9</sup>

#### **D. Data Analysis Techniques**

Data analysis is carried out When all data sets have been collected data. The data collected through observation, interview, questionnaire and documentation and presented descriptively. The use of data analysis with a qualitative approach from the beginning to the end of the study aims to expect consistency in the overall data analysis. In qualitative research, data analysis techniques include 4 components, namely:

##### **1. Data Collection**

The writer collected all data or information that has been obtained from the research subject. The data to be collected is the result of observing the activities of education questionnaires that have been filled out by class VIII GMTsN 1 Mesuji Filial students regarding the obstacles and experiences experienced during the online learning process using WhatsApp.

##### **2. Data Reduction**

Reduction is done by selecting, and summarizing all the data obtained from the observations, reduction, questionnaires and documentation of student experiences, then processing all the raw data into useful new information.

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<sup>9</sup>Galuh Tiara Murti, et al. Analysis Of The Application Of Government Accounting System In Badan Pengelola Keuangan Dan Aset Daerah Kabupaten Madiun (Surabaya: EAI Publishing, 2019),17.



### **3. Display Data**

The next stage is to display the data after it has been reduced. In the form of brief descriptions, charts, graphics, and relationships between categories can all be used to present data.

### **4. Drawing Conclusions**

The initial conclusion are temporary and most likely change if there is no evidence. Conclusions need to be supported by valid and consistent evidence when resercher return to the field to collect data.<sup>10</sup>

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<sup>10</sup>Abdul Karim Halim, *Analysis Of The Need For The Development Of A Digital Non-Formal Education Unit In The Era Of The Bogor Regency Learning Activities* (Medan: EAI Publishing, 2019),42.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Setting**

##### **1. Description Vission and Mission of MTsN 1 Mesuji Filial**

Madrasah Tsanawiyah Negeri1 Mesuji Filial Mukti Karya was founded in 2009. This school was founded by the Ministry of Religion of the Republic of Indonesia in collaboration with Australia Indonesia Butership in the field of education. MTsN 1 Mesuji Filial has the same vision and mission as the main school. MTsN 1 Mesuji Filial has a vision that can be an important component in the lives of all teachers and also all school members. The school has three visions, namely, quality, character and piety.

Based on this vision, the school's mission is formulated as follows: Quality, (1) Improving the ability of teachers and employees according to their fields, (2) Increasing academic and non-academic achievement, (3) Fulfilling and completing learning facilities and infrastructure in madrasas, (4) Improve partnerships with stakeholders or other agencies, (5) Develop life skills for students, (6) Create IT-based learning. Character, (1) Improving discipline for teachers, employees and students in madrasas, (2) Instilling a culture of shame for not doing good. Be devout, (1) Increase obligatory and sunnah worship for teachers, employees and students.

##### **2. Total Number Of Teachers MTsN 1 Mesuji Filial**

In observation, information was found that MTsN 1 Mesuji Filial has the same principal as the main school. In addition, there are 13 educators, all of

whom are permanent teachers. Of the 13 educators there are 3 male teachers and 10 female teachers. In addition, to assist school services in terms of correspondence or other matters, MTsN 1 Mesuji Filial has one permanent administrative staff.

Tabel 4.1

## MTsN 1 Mesuji Filial's amount of teachers

No	Teacher Status	Men	Woman	Total
1	Civil Servant Teacher	0	0	0
2	Civil Servant Teacher Employee	0	0	0
3	Permanent Teacher	3	10	13
4	Permanent Employee	1	0	1
Total		4	10	14

*Source: MTsN 1 Mesuji 2022 Documentation Data*

### 3. Number of Students MTsN 1 Mesuji Filial

Every year the number of students at MTsN 1 Mesuji Filial continues to grow. For this year the students reached 150 people, with details of 82 female students and 68 male students. Consists of three grades with each class having two classes.

Tabel 4.2

## MTsN 1 Mesuji Filial's amount of students

Grade VII		Grade VIII		Grade IX	
Total Students	Amount of Classes	Total Students	Amount of Classes	Total Students	Amount of Classes
42 People	2	54 People	2	52 People	2

*Source: MTsN 1 Mesuji 2022 Documentation Data*

#### **4. Facilities and Infrastructure**

MTsN 1 Mesuji Filial has limited facilities, here are the details:

The first, one teacher's room/office which includes the principal's room. The second has six classrooms with some tables and chairs slightly damaged, besides that at first, MTsN 1 Mesuji Filial only had five classrooms, but due to the increasing number of students, the office share was finally divided into classrooms. The third library with limited books, in good condition but looks a little unkempt. Fourth, one have one field that is used for ceremonies in and sports and has one toilet good condition.

#### **B. The Teaching and Learning Activities in MTsN 1 Mesuji Filial During Covid Pandemic**

MTsN 1 Mesuji Filial is one of the schools that also implements distance learning after the government's call for teaching and learning in the network (online) which is carried out at their respective homes. Although the appeal seemed sudden, and resulted in a change in the learning system, school institutions felt that this was the right step taken by the government to protect and save students from contracting the corona virus. Agos Purnomo in his interview said:

*“To get around the government's policy by issuing online learning, the teacher makes information in advance to the parents that learning will be carried out online so it starts from what date, first known by the parents. Then the distance learning system is also through makeshift facilities owned by students, especially cellphones which is based on android, then for those who don't have it, we take it offline like taking home assignments independently.”*

Based on interviews with viceprincipal, the online learning process at MTsN 1 Mesuji Filial is still not fully implemented. This is because not all students have adequate infrastructure such as cell phone ownership. And in order to keep learning going in the midst of a pandemic situation, school institutions issue policies to carry out online learning using make shift facilities owned by students. Online learning provides new experiences for students and also teachers. In addition to utilizing cellphone technology or other tools, online learning also requires internet-based technology. In her interview, mrs Nur expressed his opinion in the form of:

*"If it's technology-based, sometimes there are things that make it difficult for students if they don't have cellphones or other technology tools".*

Based on the above statement, it is undeniable that technology helps facilitate online learning, for students who live in rural areas, it turns out that technology-based learning poses its own dilemma so that it cannot be implemented properly in remote or rural areas. Therefore, the teacher plays an important role in the selection of the media used by adjusting the situation and conditions of the students, teachers might make an effort by utilizing learning resources that students are accustomed to and find enjoyable. Her interview, mrs Nur said:

*"Sometimes I use LKS too sis, sometimes I only use media from the internet, sometimes I just take pictures"*

At MTsN 1 Mesuji Filial, learning media such as LKS books, as well as media from the internet and media in the form of images, are used to give teaching materials while online. Based on observation other than the media already mentioned, it was found that there was use of social media namely WhatsApp, which was used by instructors and students to communicate and as a medium of instruction.



Figure 4.1. Whatsapp group of class VIII G

*Source: MTsN 1 Mesuji 2022 Observation Data*

Class VIII G uses a whatsapp group, which contains 30 group members with details, 26 students from class VIII G consisting of 17 girls and 9 boys, and there are 4 teachers.

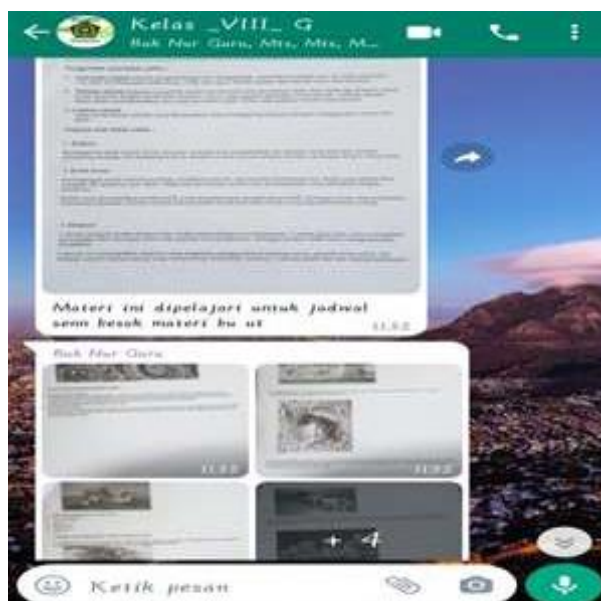


Figure 4.2. Learning media of class VIII G

*Source: MTsN 1 Mesuji 2022 Observation Data*

In the class VIII G WhatsApp group, the homeroom teacher has the task of sending teaching materials from each subject teacher to students every day. In addition to learning media, other learning components such as learning methods also need to be considered and adjusted in their application. The use of appropriate learning methods will make it easier for students to understand what is conveyed by the teacher, Mrs Nur Insiyah in her interview said that:

*"We use the assignment method, there is no zoom meeting or anything else, only assignments."*

Based on the data above, online learning at MTsN 1 Mesuji Filial uses the assignment method. This method is carried out to adjust students' circumstances, where not all students at MTsN 1 Mesuji Filial have facilities that support the implementation of online learning.



Figure 4.3. Distribute teaching materials

*Source: MTsN 1 Mesuji 2022 Observation Data*

The picture above is the result of a screenshot of the class VIII G whatsapp group, which is doing online learning. It is obvious that the instructor uses the WhatsApp messaging service to distribute daily assignments to students and use books as their reference and guide. The task given are not only in the form of questions, but of course also varied, such as seeking understanding from a predetermined theme, this will build the habit of students to seek and manage information themselves.



## C. The Problem in Teaching and Learning Process During Covid Pandemic

### 1. The Problem in Teaching Process During Covid Pandemic

Based on information obtained from interviews with Mr. Agos Purnomo, as the vice principal of the school and Mrs Nur Insiyah as the homeroom teacher and subject teacher. MTsN 1 Mesuji Filial experienced several obstacles during online learning, the following is a description of the obstacles experienced:

The first obstacle is based on Mr. Agus in his interview, he said that:

*The problem is that in terms of learning it is because of the online system, it is difficult to ensure for the school or teacher that the child is on standby, because they have to fill out their respective data packages, and also if the parents of students also do not understand IT issues, so the control of the child's android phone that is used is already in a condition ready to learn or not, we often find it doesn't connect if the teacher conveys it via whatsapp or video call.*

Based on the statement above, it can be interpreted that online learning causes teachers to have difficulty in conditioning/controlling their students in learning. In fact, even though learning is done online, the learning time system is still implemented like an offline school. This is what causes problems, teachers have difficulty controlling their students who are at home, whether students are already be ready to learn with their online learning tools during learning hours. Because usually there is a miscommunication between the teacher and students if delivers the learning material. In addition, online learning requires a large internet quota, internet quota is very necessary for online learning activities to take place. If it is not available then students cannot download the material presented in the form of images, or students cannot get up to date with the latest material shared by the teacher. And also the role of

parents at home is very important, but many parents do not master Internet Technology, so they cannot accompany and control their children when their children study online.

The last obstacle is based on Mrs Nur Insiyah in her interview said that:

*"The obstacle is that many students don't do their assignments, that's all."*

Based on the statement above, this happens because there are many factors that make it possible for students to do this, from some of the barriers to online learning above, not collecting assignments is an impact but eventually becomes a new obstacle for teachers.

## **2. The Problem in Learning Process During Covid Pandemic**

In addition to the obstacles that have been described by the vice principal and the homeroom teacher, students of course also experience their own obstacles during online learning. This information is obtained from the distribution of questionnaires that have been filled out by class VIII G students using the google form. The following is a description of the obstacles experienced by the students:

Firstly, the home environment does not support online learning

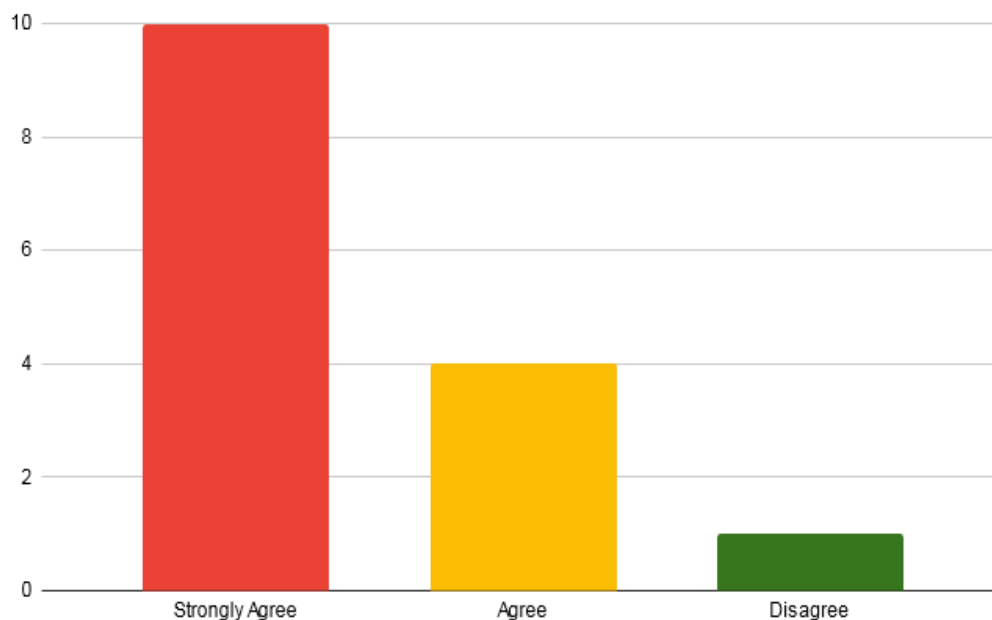


Figure 4.4. Questionnaire Constraints of students in online learning

*Source: Results of the distribution of questionnaires*

Based on the table above, as many as 10 choose students strongly agree with the statement above and 4 students choose to agree and 1 student choose disagree with the statement above. Students faced a variety of challenges, including not having access to the right resources, such technology, or a suitable environment to learn at home. Each student has a different learning environment. Learning environment can be a positive/negative experience for students. This depends on the role of parents at home in accompanying their children and creating a comfortable learning environment for children while online.

Secondly, online learning makes it difficult to concentrate and understand the learning material.

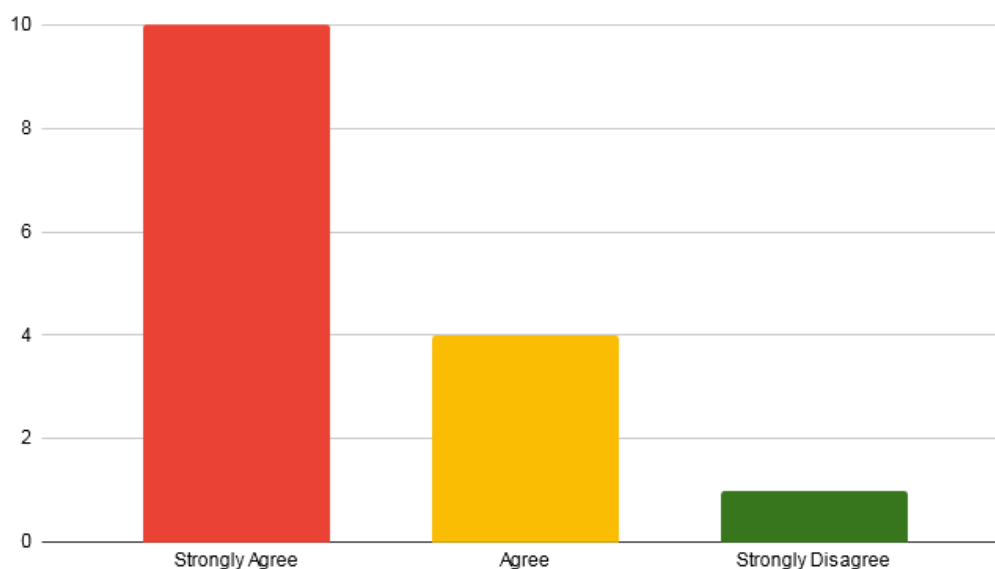


Figure 4.5. Questionnaire Constraints of students in online learning

*Source: Results of the distribution of questionnaires*

Based on the table above, as many as 10 choose students strongly agree with the statement above and 4 students choose to agree and 1 student choose strongly disagree with the statement above. After several semesters of doing online learning, of course it causes boredom and a desire to immediately learn offline. Feeling bored with online learning, results in breaking the concentration of students and will make it difficult to understand the teaching materials provided by online teachers. The pupils have already totally missed offline education, which can help them comprehend the topic more fully, there are no longer any network issues when students communicate with their teachers and friends.

The last, lack of ownership of online learning facilities (mobile phones)

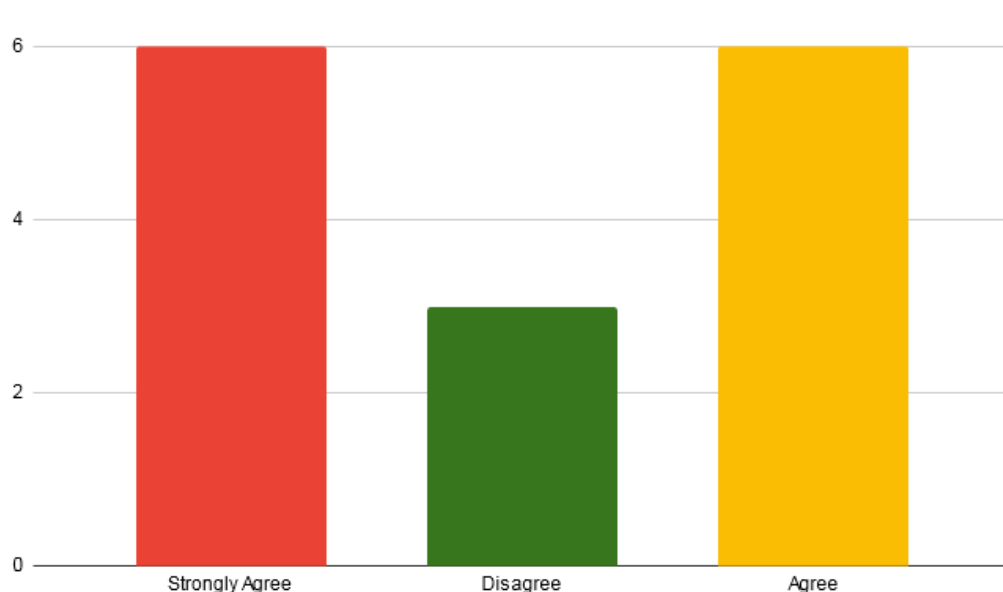


Figure 4.6. Questionnaire Constraints of students in online learning

*Source: Result of the distribution of questionnaires*

Based on the table above, as many as 6 choose students strongly agree with the statement above, 3 students choose disagree and 6 students choose to agree with the statement above. From the results above, average students choose strongly agree and agree, this is because experienced most all each entity such as students, instructors, parents, and society encounters issues, appearance a variety of issues, including inadequate access, internet accessibility, a lack of technology, students' ability to participate in digital learning, and incorrect instructor contact, greatly influenced the introduction of online learning. Based on information obtained from the vice principal, that there are some students who do not have online learning facilities, so they do offline learning at home by using health protocols without causing crowds, but

even so, it will certainly make it difficult for students to communicate with friends and teacher.

#### **D. The Reason to Choose Whatsapp As A Learning Media During Covid Pandemic**

Based on information obtained from interviews with Mrs Nur Insiyah as the homeroom teacher and subject teacher, there are 4 reasons to use whatsapp as a learning medium, mrs Nur Insiyah in her interview said that:

*"Because if you use WhatsApp, it's easier sis than other applications, and more people have WhatsApp, and pictures or others when sent are more visible, other applications are less effective for learning."*

Based on the statement above, information was obtained regarding the reasons for using WhatsApp as an online learning medium at MTsN 1 Mesuji Filial. The first reason is that the WhatsApp application is easier to use as an online learning medium than other applications. The second reason, the majority of students and teachers already use the WhatsApp application as a daily communication tool. The third reason, the teaching material sent in the form of an image will be seen more clearly. And the last reason, the WhatsApp application is more effectively used as an online learning medium, with all the conveniences that facilitate online learning compared to other applications.

In addition to the reasons stated by Mrs. Nur, the researchers also received information from the students' point of view regarding the reasons for using WhatsApp as a learning medium. The researcher distributed 3 statements in the form of a questionnaire, then information was obtained from the questionnaire

that had been completed by class VIII G MTsN 1 Mesuji Filial students. Below is a description of the data obtained from the distribution of the questionnaire:

The First statement, by whatsapp communication with teachers and friends goes well.

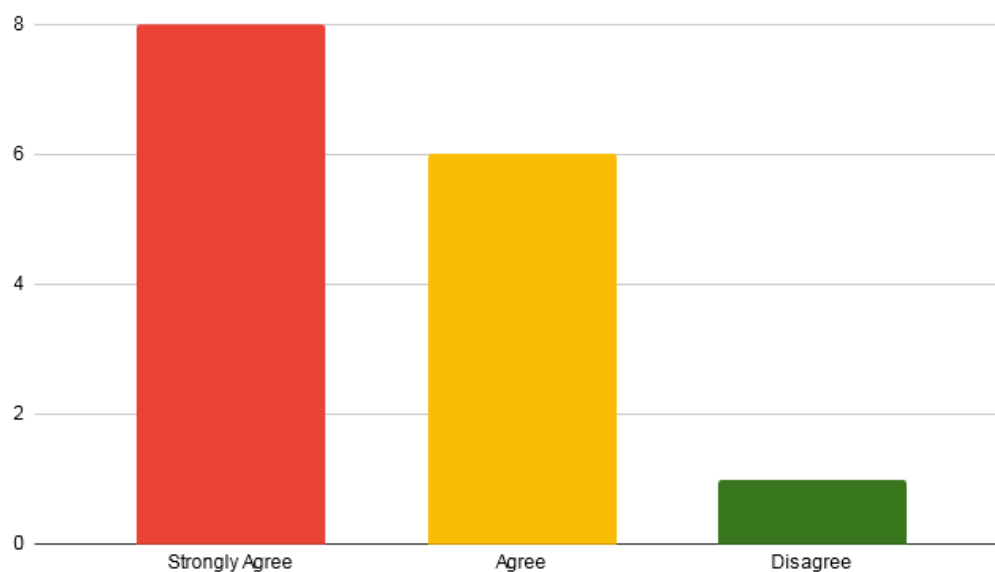


Figure 4. 7. Questionnaire of students reason

*Source: Result of the distribution of questionnaires*

Based on the table above, as many as 8 choose students strongly agree with the statement above, 6 students choose agree and 1 students choose to disagree with the statement above. While online, students cannot meet face to face with teachers or friends, so that communication is established by utilizing the WhatsApp application. With the many features available on the WhatsApp application, students communicate with all their friends or teachers in a WhatsApp group.

Secondly, By using whatsapp, the material shared by the teacher can be received quickly and easily.

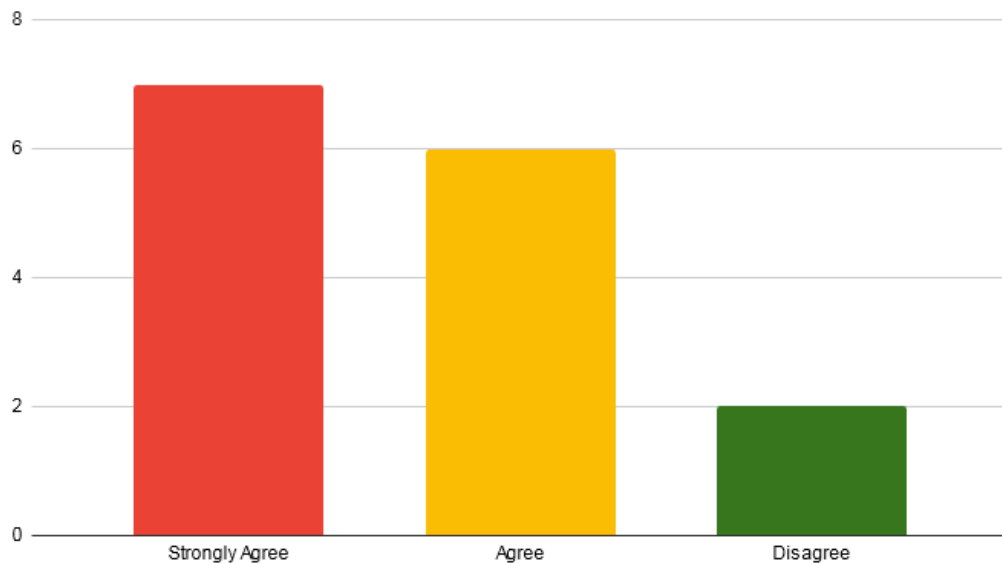


Figure 4.8. Questionnaire of students' reasons for using WhatsApp as a learning medium

*Source: Results of the distribution of questionnaires*

Based on the table above, as many as 7 choose students strongly agree with the statement above, 6 students choose agree and 2 students choose to disagree with the statement above. WhatsApp is a messaging application with the advantage that it can send messages quickly and easily. Therefore, it is used by teachers to send teaching materials to students without being limited by space and time.



The last, whatsapp the easiest online application to use during distance learning.

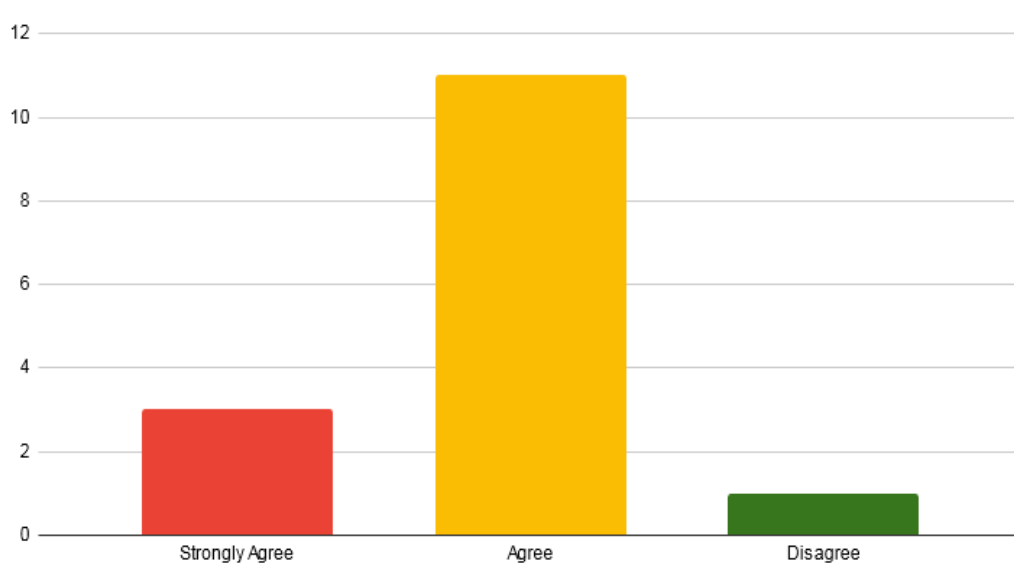


Figure 4. 9. Questionnaire of students' reasons for using WhatsApp as a learning medium

*Source: Results of the distribution of questionnaires*

Based on the table above, as many as 3 choose students strongly agree with the statement above, 11 students choose agree and 1 students choose to disagree with the statement above. During online learning, the online learning media used at Mtsn 1 Mesuji Filial is not only WhatsApp, but several times using e-learning for the implementation of daily tests or other questions. However, because students have not mastered the use of e-learning and still need training, and WhatsApp is the application most mastered by students, many students agree that WhatsApp the easiest online application to use during distance learning.

## **E. Discussion**

Based on the description of the results, observations, questionnaire and interviews, which are backed up by supporting evidence, the researcher get answer from the issues listed in the problem formulation on this discussion.

### **1. Teaching and Learning Activities in MTsN 1 Mesuji Filial During Covid Pandemic**

MTsN 1 Mesuji Filial conducts online learning, to following the regulations set forth by the government of the Republic of Indonesia to stop the spread of COVID-19. This policy mandates that instructors and participants students adapt to the current environment as soon as possible by continuing their at-home learning activities with the use of online learning resources. As a result, MTsN 1 Mesuji Filial continues to offer distance education under the condition that each student's needs are taken into account. In this instance, adjustments are made to each student's learning facilities after consenting to them with their parents.

Teaching and learning activities at MTsN 1 Mesuji Filial are carried out online by utilizing social media, it is known that teachers use WhatsApp as a learning medium that supports online learning processes. One of them is by utilizing the WhatsApp application which is used to facilitate communication between teachers and students as well as the delivery of teaching materials that can be accessed via WhatsApp by utilizing features such as photos and documents. Because of the collaboration of some elements, such videos, and voice notes, as well as the availability of teachers and the flexibility of learning

time, WhatsApp program has become an appropriate tool for teaching and learning processes.<sup>1</sup>With the many features available in the WhatsApp application, this has become one of the tools that makes learning easier for both teachers and students.

## **2. The Problem in Teaching and Learning Process During Covid Pandemic**

At MTsN 1 Mesuji Filial, online learning is a whole new experience and a challenge for teachers, students, and parents alike. Technology-based learning poses obstacles or problems, which hinders the learning process. There are several problems with the implementation of online learning, including the cost of the internet connection, family dynamics that influence how well learning occurs, regional internet connectivity concerns, student-owned amenities like cellphones and computers, and content.<sup>2</sup> It is also highlighted that teachers find it difficult to control their students when they are learning online, students have difficulty with a less supportive learning environment, a lack of understanding with the contents, and ownership of online facilities.

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<sup>1</sup>Musakkid Himpinit *Proceeding International Webinar on Education 2020 “ Adapting and transforming the Activity of Teaching and Learning in south East Asian during Covid-19.* (Surabaya: UMSurabaya Publishing, 2022), 12.

<sup>2</sup>Panayiotis Zaphiris, ,and Andri Ioannou *Learning and Collaboration Technologies: New Challenges and Learning Experiences* (limassol : Springer,2021). 243.

### **3. The Reason to Choose Whatsapp As Learning Media During Covid Pandemic**

Based on the various obstacles above, MTsN 1 Mesuji Filial chose to use WhatsApp as an online learning medium. In addition to the ease of application and the features available, nowadays whatsapp is the most popular IM tool. In order to ensure that both parents and students can access these media without difficulty and that the learning process continues, teachers must be able to employ a variety of well-known media that can be used by both parties.<sup>3</sup>WhatsApp is an application that is widely used and controlled by the teacher council as well as students at MTsN 1 Mesuji Filial. WhatsApp is more efficient because both teachers and students can learn without being limited by space and time and of course all students are proficient in using the application.

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<sup>3</sup>Demayani at all *An Analysis Of Whatsapp Usage In Online Learning At Elementary School: A Literature Study*(Bali: EAI Publishing,2021),84.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings of the research, some conclusion can be drawn as follow:

##### 1. Teaching and Learning Activities in MTsN 1 Mesuji Filial During Covid Pandemic

Teaching and learning activities at MTsN 1 Mesuji Filial are carried out online by utilizing the whatsapp application, the teacher creates a whatsapp group to interact with his students. Learning media used are textbooks and the internet or images sent in whatsapp groups, and the learning method used is a giving assignment. Assignments are collected at the school / homeroom teacher once a week.

##### 2. The Problem in Teaching and Learning Process During Covid Pandemic

It was found that the online learning is limited by the availability of online learning resources. Additional factors that were identified as obstacles to online learning included the following: (1)it is difficult to condition students, (2)there is a misunderstanding between the teacher and students when delivering the learning material, (3)internet quotas, (4)parental guidance, (5)many students are tardy in submitting assignments, (6)the learning environment is uncomfortably unorganized and, (7)students have trouble focusing, (8) students have difficulty in understanding teaching material.

### 3. The Reason to Choose Whatsapp As Learning Media During Covid Pandemic

Participants of this school madrasa are familiar with this application, which is simple to use and has a variety of features that can be utilized to help learning.

#### **B. Suggestion**

The researcher offer the following advice based on their findings in consideration for the pertinent parties:

##### 1. To School

The Covid-19 epidemic caused a variety of new challenges in the field of education, it is expected that schools would be able to collaborate with parents to create a learning environment that is in line with the situation and significantly better student monitoring throughout online learning activities.

##### 2. To Teachers

With the use of implementation of online learning, it is envisioned that educators would be able to provide content utilizing more diverse methods for the pandemic teaching and learning process.

##### 3. To Students

By doing online learning in the midst of the Covid-19 pandemic, it is expected that this can be a useful experience for students in the future and further encourage students to become quality, character and pious people.

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# APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-2872/In.28/J/TL.01/07/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA MTSN 01 MESUJI  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **HIJJRIAH AL MUKAROMAH**  
NPM : 1801070032  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : USING WHATSAPP AS A LEARNING MEDIA IN  
TEACHING WRITING DURING COVID PANDEMIC IN  
MTSN 01 MESUJI

untuk melakukan prasurvey di MTSN 01 MESUJI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Juli 2021

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN MESUJI**  
**MADRASAH TsANAWIYAH NEGERI 1 MESUJI**

Jalan Jenderal Sudirman Nomor 12 Simpang Pematang Kabupaten Mesuji

E-mail : [mtsn1mesuji@gmail.com](mailto:mtsn1mesuji@gmail.com)

Website : [mtsn1mesuji.blogspot.com](http://mtsn1mesuji.blogspot.com)

Mukti Karya, 28 September 2021

Nomor : MTs.043/PP.01.1/020/IX/2021  
 Lampiran : -  
 Perihal : Balasan Izin Prasurvey

Kepada Yth.  
 Ketua Jurusan Fakultas Tarbiyah & Ilmu Keguruan  
 Institut Agama Islam Negeri Metro  
 Di -  
 Tempat

*Assalamu'alaikum Wr.Wb.*

Menindak lanjuti surat dari direktur Institut Agama Islam Negeri Metro Nomor : B-2872/In.28/JTL.01/07/2021 Tanggal 21 April 2021 perihal permohonan izin prasurve, dengan ini menerangkan bahwa mahasiswi dibawah ini :

Nama : HIJJRIAH AL MUKAROMAH  
 NPM : 1801070032  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDAMIC IN MTs N 1 MESUJI KAMPUS B

Pada prinsipnyan kami memberikan izin dan memfasilitas mahasiswi tersebut untuk melakukan prasurvey di MTs N 1 Mesuji kampus B dalam rangka menyelesaikan tugas Akhir/Skripsi.

Demikian surat balasan ini dibuat untuk dipergunakan sebagaimana mestinya, atas kepercayaan bapak/ibu kami ucapkan terima kasih.

*Wassalamu'alaikum, Wr.Wb.*

Kepala Sekolah,  
  
 AL YUSUP, S.Pd.I  
 NIP. 197006052005011009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metroiniv.ac.id, e-mail tarbiyah.iaim@metroiniv.ac.id

Nomor : B-3969/In.28.1/J/TL.00/08/2022  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Dedi Irwansyah (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: HIJJRIAH AL MUKAROMAH
NPM	: 1801070032
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTSN 1 MESUJI FILIAL

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Agustus 2022  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296, Website. [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-4069/In.28/D.1/TL.00/08/2022  
 Lampiran : -  
 Perihal : IZIN RESEARCH

Kepada Yth.,  
 KEPALA MTSN 01 MESUJI  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4068/In.28/D.1/TL.01/08/2022, tanggal 31 Agustus 2022 atas nama saudara:

Nama : HIJJRIAH AL MUKAROMAH  
 NPM : 1801070032  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTSN 01 MESUJI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTSN 01 MESUJI FILIAL".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 31 Agustus 2022  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
 NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac

## **SURAT TUGAS**

Nomor: B-4068/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : HIJJRIAH AL MUKAROMAH  
NPM : 1801070032  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MTSN 01 MESUJI FILIAL, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTSN 01 MESUJI FILIAL".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 31 Agustus 2022

Mengetahui,  
Pejabat Setempat

*Agas Partomo*  
Agas Partomo.

Wakil Dekan Akademik dan Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN MESUJI**  
**MADRASAH TSANAWIYAH NEGERI 1 MESUJI**  
 Jalan Jenderal Sudirman Nomor 12 Simpang Pematang Kabupaten Mesuji  
 E-mail : mtsn1mesuji@gmail.com  
 Website : mtsn1mesuji.blogspot.com

Mukti Karya, 17 September 2022

Nomor : MTs.08.05/PP.00/015/VI/2022  
 Lampiran : -  
 Perihal : Balasan Izin Research

Kepada Yth.  
 Ketua Jurusan Fakultas Tarbiyah Dan Ilmu Keguruan  
 Institute Agama Islam Negeri Metro  
 Di -  
 Tempat

*Assalamu'alaikum WR.WB*

Menindak lanjuti surat dari direktur institute agama islam negeri metro Nomor : B-4068/In.28/D.I/TL.01/08/2022 Tanggal 31 Agustus 2022 perihal permohonan izin research, dengan ini menerangkan bahwa mahasiswi dibawah ini ;

Nama : HIJJRIAH AL MUKAROMAH  
 NPM : 1801070032  
 Semester : 9 (Sembilan)  
 Jurusan : Tadris Bahasa Inggris  
 Tema : "USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC"

Pada prinsipnya kami memberikan izin dan memfasilitasi mahasiswi tersebut untuk melakukan penelitian di MTs N 1 Mesuji Kampus B dalam rangka menyelesaikan tugas Akhir/Skripsi.

Demikian surat balasan ini dibuat untuk dipergunakan sebagaimana mestinya, atas kepercayaan Bapak/Ibu kami ucapkan terimakasih.  
*Wassalamu'alaikum, WR.WB*



**REI YUSUF, S.Pd.I**  
 NIP. 197006052005011009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara 15A Inngmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax (0725) 47296 Website [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

---

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Hijjriah Al Mukaromah  
NPM : 1801070032  
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 8 November 2022  
Ketua Jurusan TBI

**Andiarto, M.Pd**  
NIP: 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507, Faks (0725) 47296; Website: digilib.metrouniv.ac.id, pustaka.iam@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1397/In.28/S/U.1/OT.01/11/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Hijriah Al-Mukaromah  
NPM : 1801070032  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070032

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 November 2022  
Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hijriah Al Mukaromah  
NPM : 1801070032


Jurusan : TBI  
Semester : VII/2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	14/12/2021			<ul style="list-style-type: none"> <li>- Mechanical aspects</li> <li>- Previous Research</li> <li>- gambar layout Skripsi</li> </ul>	
	03/01/2022			<ul style="list-style-type: none"> <li>- Chapter I is basically ok</li> <li>- But please revise accordingly</li> <li>- You may continue writing your chapter 2</li> <li>- Please make sure that you will understand every single word in your writing.</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

  
**Andianto, M.Pd**  
NIP. 19571102 2015031 004

Dosen Pembimbing I

  
**Dr. Dedi Irwanstah, M.Hum**  
NIP. 1979122320060410001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hijriah Al Mukaromah  
NPM : 1801070032

Jurusan : TBI  
Semester : VII/2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	28/11 2022			<p>- Chapter one still needs revision</p> <p>- There are still 3 words that you should have known their meaning.</p> <p>Chapter two mechanical aspects</p> <hr/> <p>Please understand every single word in your writing when you come back next week.</p>	

Mengetahui  
Ketua Jurusan TBI

**Andiarto, M.Pd**  
NIP/19871102 2015031 004

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**  
NIP/1979122320060410001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47290, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hijriah Al Mukaromah  
NPM : 1801070032

Jurusan : TBI  
Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	08/03/2022			<ul style="list-style-type: none"> <li>- Chapter III</li> <li>- Bibliography</li> <li>- please revise accordingly</li> </ul>	
	14/03/2022			<ul style="list-style-type: none"> <li>- revise accordingly</li> <li>- Once again bring all related documents</li> </ul>	
	15/03/2022			AWR for comment	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**  
NIP. 1979122320060410001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hijjriah Al Mukaromah  
NPM : 1801070032

Jurusan : TBI  
Semester : IX /2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	12/08/2022	/		<ul style="list-style-type: none"> <li>→ Research Instrument Blue Print</li> <li>→ Revisiting - Keajaiban Belahap Meyunus</li> <li>∴</li> <li>→ Media → Materi - murid</li> <li>∴ Metode → Murid - Guru</li> </ul>	
	15/08/2022			<ul style="list-style-type: none"> <li>- The research instrument has been revised</li> <li>- You may continue to the next step of collecting your research data.</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.19871102 2015031 004

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**  
NIP. 1979122320060410001




**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Hijjriah Al Mukaromah  
 NPM : 1801070032

Jurusan : TBI  
 Semester : IX /2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	19/10/2022			Chapter IV A. Research Setting (5 prg) - vision mision - Teachers - Students - Infrastructure (lab, library). <hr/> max 3 pages B. The Teaching and Learning Activities - Data ( <hr/> ) - Interpretation C. The Problem in Teaching and Learning - Data - Interpretation D. The Reasons to choose What's up - Data E. Discussion	  <hr/> Tabel, gambar, Kutipan Unsubur

Mengetahui  
 Ketua Jurusan TBI



**Andianto, M.Pd**  
 NIP. 1971102 2015031 004

Dosen Pembimbing I



**Dr. Dedi Irwansyah, M.Hum**  
 NIP. 1979122320060410001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Hijriah Al Mukaromah  
NPM : 1801070032

Jurusan : TBI  
Semester : IX/2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	20/10/2022			AOO Chapter IV please bring the feedback Go to chapter V - all appendices - CV	
	01/11/2022			Chapter V AOO	
	04/11/2022			Please bring all document. Abstract	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 2015031 004

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**  
NIP. 1979122320060410001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO**

Nama : Hijjriah Al Mukaromah  
 NPM : 1801070032

Jurusan : TBI  
 Semester : IX/2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	04/11/2022			Al Mukaromah	

Mengetahui  
 Ketua Jurusan TBI

**Andianto, M.Pd**  
 NIP.19871102 2015031 004

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**  
 NIP.1979122320060410001

### Observation Result of MTsN 1 Mesuji Filial

No	Aspects	Observation result	
		Yes	No
1.	Profile MTsN 1 Mesuji Filial		
	a. Vision and Mission	✓	
	b. Teachers	✓	
	c. Students	✓	
	d. Infrastructure	✓	
2.	Learning support tool used		
	a. Books	✓	
	b. Internet, Picture	✓	
	c. Online learning application (Whatsapp)	✓	
3.	Implementation of learning method		
	a. Discourse		✓
	b. Discussion method		✓
	c. Question and answer method		✓
	d. Experiment		✓
	e. Assignment	✓	
4.	English teaching online activity		
	a. Opening		
	1) Greetings	✓	
	2) Absen		✓
	3) Giving Motivation	✓	
	4) The teacher conveys the learning objectives		✓
	5) The teacher explains the outline of the scope of the material and learning steps		✓
	b. Core activities		
	1) Students download the material that has been given by the teacher	✓	

	2) Students pay attention to the information or instructions provided	✓	
	3) The teacher and students discuss teaching materials via whatsapp chat or zoom		✓
	4) The teacher gives conclusions about the topics studied		✓
	5) The teacher gives the opportunity for students to ask if something is not understood		✓
	c. Closing		
	1) The teacher instructs the students to do an assignment	✓	
	2) Greeting closing		✓

### List Teachers As Participant

1.	Agos Purnomo, S.Pd.I
2.	Nur Insiyah, S.Pd

**Table 1**

### Vice Principal Interview

Day/Date : Saturday, September 17<sup>th</sup> 2022

Interviewee : Agos Purnomo, S.Pd.I

No	Question	Answer
1	What is your view on education policy in the midst of the Covid-19 pandemic?	For the government is ready to be alert, the situation of pandemic conditions can no longer be avoided to maintain and save the fate of children from contracting the covid outbreak. So according to the conditions in our area, that the prevention of covid through online learning is in line with the expectations of parents and schools.
2	Seeing the education situation in the midst of the covid-19 pandemic, what policy did you take in dealing with remote teaching and learning at MTSN 1 Mesuji?	To get around the government's policy by issuing online learning, the teacher and all school stakeholders provide information to the parents in advance that learning will be conducted online, so from what date until when will the parents first know the limit. Then the distance learning system is also through makeshift facilities owned by students by guardians, especially Android-based cellphones, then those that we don't have offline, such as taking assignments at homerooms independently.
3	What are the obstacles experienced in the remote	The problem is that in terms of

	teaching and learning process?	learning, it is because the online system is difficult to ensure for the school or teacher that the child is on standby because they have to fill out their respective data packages and also sometimes if the guardians of students do not understand IT issues.so that the control of the child's android being held is whether it is in a condition ready to be used for learning or not, we often find it does not connect when the teacher conveys it via whatsapp or video call.so that in the percentage of a class of 25 children at most who can participate in online learning only 10-11 children, it often happens like that, not compact.
4	What are the solutions to overcome the obstacles?	Then the steps we take because the material must be conveyed to all children, for those who cannot follow online, it is noted by the teacher concerned and then given an offline alternative, the system comes to the homeroom teacher, or takes assignments or does work but with the guidance of the covid health protocol no crowds, keep their distance, their respective homeroom teachers are not in school.

**Table 2****English Teacher Interview**Day/Date : Saturday, September 17<sup>th</sup> 2022

Interviewee : Nur Insiyah, S.Pd.

No	Question	Answer
1	What is your view regarding the use of technology-based learning media?	If it's technology-based, sometimes there are things that make it difficult for students if they don't have cellphones or other technological tools. but sometimes it can also make it easier for students to learn because they find out more from the internet, from youtube and all kinds of social media
2	What learning media do you use?	Used. sometimes we also use LKS book, sis, sometimes we only use media from the internet, sometimes we also use them for image media, but that's only for the form of being photographed because we are online so we can't do it directly. but when it comes to collecting assignments, collecting grades is direct, every week we meet to collect assignments
3	Based on my observations, in addition to the media already mentioned, during online learning at MTsN 1 Mesuji Filial also uses	

	whatsapp, what is the reason for choosing to use whatsapp over other applications?	
<b>4</b>	What method did you use during Online learning?	The learning method we use is the assignment method, there is no discussion. There's nothing like zoom meetings or what, just giving assignments.
<b>5</b>	What are the obstacles in online learning?	The obstacle is that many students don't do their assignments, that's the obstacle. for the teacher, it might not be too hampered, because the guide actually has worksheets, there are all printed books of any kind, if the teacher only gives assignments, so there aren't too many obstacles or anything, maybe it's just time
<b>6</b>	What are the solutions to solve these obstacles?	We still give the solution to the child, the task must still be collected, next week it must be collected again, if it is not collected, then it is assigned to another task, like that.



## Questionnaire for class VIII G

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---

### Instruction

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2. Answer the following question honestly and correctly because all statements are only needed for research and do not affect your grades and activities
3. Click on one of the column that you think is most suitable and correct

Full Name \*

Rida Dwi Aprianti

---

Classes/School \*

VIII G

---

1. Learning media can help students better understand the teaching material.

- Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree

2. By using learning media, teaching materials will be delivered well.

- Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree

3. Learning media can help students in obtaining in-depth information about science.

- Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree

4. More interesting learning materials are delivered in the form of text and images.

- Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree

5. More interesting learning materials are delivered in the form of sound and images, such as YouTube videos.

- Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree

6. More interesting learning materials are delivered only in the form of sound such as podcasts.

- Agree  
 Strongly Agree

- Disagree  
 Strongly Disagree
7. Students need to learn writing skills because they can hone their mindset/intelligence.  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
8. Learning to write can develop students' skills to think critically.  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
9. Students need to learn writing skills because writing skills are one of the basic skills of English.  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
10. The home environment does not support online learning.  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
11. Online learning makes it difficult to concentrate and understand the learning material.  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
12. Lack of ownership of online learning facilities (mobile phones).  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
13. By whatsapp communication with teachers and friends goes well.  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
14. By using whatsapp, the material shared by the teacher can be received quickly and easily.  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree
15. Whatsapp the easiest online application to use during distance learning  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree

## Questionnaire for class VIII G

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Full Name \*

Roudatul Janah Al Munawaroh

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Classes/School \*

VIII G MtsN 1 Mesuji

---

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- Agree  
 Strongly Agree  
 Disagree  
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Disagree Strongly Disagree

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Full Name \*

Nesya Brilian Saftarina

---

Classes/School \*

8

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Miftahul Janah

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Classes/School \*

MTSN negeri 1 mesuji

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Full Name \*

Irsyada Salsabila

---

Classes/School \*

8

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Full Name \*

Tri Wahyunitasari

---

Classes/School \*

VIII G

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 Disagree  
 Strongly Disagree
15. Whatsapp the easiest online application to use during distance learning  
 Agree  
 Strongly Agree  
 Disagree  
 Strongly Disagree

## DOCUMENTATION



Figure 1. Documentation of vision and mission at MTsN 1 Mesuji Filial

**17. DAFTAR STAF**

No	Nama Guru/Staff	UMR	UMK	Pertemuan	Jumlah
1	KORU PTU	0	0	0	0
2	PRABUWATI PR	0	0	0	0
3	DEWI SUPRI	0	0	0	0
4	PRABUWATI PR	0	0	0	0
5	ADRIAN	0	0	0	0

**18. DAFTAR FASILITAS**

No	Nama Fasilitas	Jumlah	Status	Uraian	Perawatan	Detail	Maka
1	Kantor	1	Ada	0	0	0	0
2	Ruang	1	Ada	0	0	0	0
3	Tanah	1	Ada	0	0	0	0
4	Saluran Air	1	Ada	0	0	0	0
5	Perpustakaan	1	Ada	0	0	0	0
6	Laboratorium	1	Ada	0	0	0	0
7	Kantin	1	Ada	0	0	0	0
8	Widada	1	Ada	0	0	0	0

Figure 2. Documentation of amount of teacher and facilities and infrastructure

KELAS	NAMA	NO
KELAS VII	ALYAN	1
KELAS VII	ALYAN	2
KELAS VII	ALYAN	3
KELAS VII	ALYAN	4
KELAS VII	ALYAN	5
KELAS VII	ALYAN	6
KELAS VII	ALYAN	7
KELAS VII	ALYAN	8
KELAS VII	ALYAN	9
KELAS VII	ALYAN	10
KELAS VII	ALYAN	11
KELAS VII	ALYAN	12
KELAS VII	ALYAN	13
KELAS VII	ALYAN	14
KELAS VII	ALYAN	15
KELAS VII	ALYAN	16
KELAS VII	ALYAN	17
KELAS VII	ALYAN	18
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KELAS VII	ALYAN	20
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KELAS VII	ALYAN	40
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KELAS VII	ALYAN	44
KELAS VII	ALYAN	45
KELAS VII	ALYAN	46
KELAS VII	ALYAN	47
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KELAS VII	ALYAN	90
KELAS VII	ALYAN	91
KELAS VII	ALYAN	92
KELAS VII	ALYAN	93
KELAS VII	ALYAN	94
KELAS VII	ALYAN	95
KELAS VII	ALYAN	96
KELAS VII	ALYAN	97
KELAS VII	ALYAN	98
KELAS VII	ALYAN	99
KELAS VII	ALYAN	100

Figure 3. Documentation of amount of student at MTsN 1 Mesuji Filial



## USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING DURING COVID PANDEMIC IN MTsN 1 MESUJI FILIAL

### ORIGINALITY REPORT



### PRIMARY SOURCES

1	Submitted to Nelson Mandela Metropolitan University Student Paper	1%
2	repository.iainpurwokerto.ac.id Internet Source	1%
3	eprints.eudl.eu Internet Source	1%
4	Submitted to American College of the Middle East Student Paper	1%
5	journal.unilak.ac.id Internet Source	<1%
6	jurnal.untan.ac.id Internet Source	<1%
7	Simran Jeet Kaur. "chapter 15 Herbal Products for Management of COVID- 19", IGI Global, 2022 Publication	<1%

Submitted to University of Glamorgan



## CURRICULUM VITAE



Hijriah Al Mukaromah, was born in Mukti Karya Village, Panca Jaya Subdistrict, Mesuji Regency, on Saturday, May 20, 2000. The last child of two siblings from Mr. Sami'an and Mrs. Siti Rofiah. The author started

his formal education at the Dharma Wanita Kindergarten in Mukti Karya Village and Graduated in 2006, then continued his education to Madrasah Ibtidaiyah (MI) Negeri 01 Mukti Karya, graduated and certified in 2012, then continued at Minhajut Thullab Way Jepara Integral Junior High School, graduated and was certified in 2015, then continued back to the Minhaju Thullab Way Jepara integral high school level, graduated and certified in 2018. The three levels of education were carried out smoothly. Furthermore, he continued his higher education at the State Islamic Institute (IAIN) Metro Lampung in the English Language Tadris S1 Study Program (TBI) Faculty of Tarbiyah and Teacher Training (FTIK) starting in Semester 1 of the 2018/2019 Academic Year.