



Self-assessment Optimization Through WhatsApp Features for Increasing Students' Listening Comprehension

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Abstract The article is aimed to inform that self-assessment optimization through WhatsApp features can increase the students' listening comprehension. The action research is used to gain the data. It consists of 4 steps, like planning, acting, developing, and reflecting stage. It conducted for two cycles. The informants of this research come from fourth semester of English Education Program at STAIN Mandailing Natal. The instruments of collecting the data are an interview guide, online questionnaire, Listening script, and field note. Qualitative and quantitative data were analyzed in this analysis. Qualitative data would be collected by observation, interviewing, and surveying. The listening examination will collect quantitative evidence. It will be evaluated using a listening comprehension score calculation. The result of the research showed the increasing on students' listening comprehension through self-assessment optimization, it can be seen from the students' scoring in each meeting.

Keywords: Listening; Listening Comprehension; Online Learning; Self-Assessment; WhatsApp;

Abstrak Artikel ini bertujuan untuk menginformasikan bahwa pengoptimalan penilaian diri sendiri melalui fitur WhatsApp dapat meningkatkan pemahaman siswa dalam menyimak. Penelitian tindakan digunakan untuk mendapatkan data. Penelitian ini terdiri dari 4 langkah, yaitu tahap perencanaan, tindakan, pengembangan dan refleksi. Penelitian ini dilakukan selama dua siklus. Informan penelitian ini adalah semester IV TBI STAIN Mandailing Natal. Instrumen pengumpulan data adalah pedoman wawancara, kuesioner daring, naskah menyimak dan catatan lapangan. Data kualitatif dan kuantitatif dianalisis dalam analisis ini. Pengumpulan data kualitatif dilakukan dengan observasi, wawancara, dan survei. Pengujian menyimak akan dikumpulkan dengan bukti kuantitatif yang akan dievaluasi menggunakan perhitungan skor pemahaman menyimak. Hasil penelitian menunjukkan adanya peningkatan pemahaman siswa dalam menyimak melalui penilaian diri sendiri lewat aplikasi WhatsApp, hal ini terlihat dari meningkatnya penilaian siswa di setiap pertemuan.

Kata Kunci: Menyimak; Kemampuan Menyimak; Pembelajaran online; Penilaian Diri Sendiri; WhatsApp.

INTRODUCTION

The coronavirus epidemic is now rife in the world (Azzahra, 2020). Coronavirus is a virus that causes illness with symptoms ranging from moderate to serious. There are two forms of coronavirus that are known to cause serious disease. Coronavirus Diseases 2019 (COVID-19) is a novel class of disease in humans that has never been described previously (Schleicher, 2020; Mastiah, 2020; WHO 2020). COVID-19 infection is often associated with symptoms of acute respiratory failure such as fever, coughing, and shortness of breath. The normal incubation time is five to six days, with the longest being fourteen days (Cured et al., 2020; Fahham et al., 2015; Hall et al., 2020; Ichsan & Rahmayanti, 2020).

Indonesia ranks 18th in the world for Covid-19 distribution, with 1,734,285 cases (Arnani, 2021). The Indonesian Minister of Education issues a circular promoting the use of online learning in classrooms (Kemdikbud, 2020). Teachers and lecturers are expected to evolve in order to build a learning environment that is conducive to their students under this circular. This also occurred in one of the high schools in Mandailing Natal Regency, where the declared online learning scheme compelled lecturers to be more diverse in their choice of instructional media in order to ensure that students did not feel disadvantaged by the online learning.

Google Classroom, Google Meet, Clasdozo, Zoom, WhatsApp, Edmodo, Moodle, and a slew of other online learning platforms have popped up. Then, the Ministry of education and Culture got 12 platform online that have collaboration, they are Learning house, Mejakita, Icando, IndonesiaX, Google for Education, Smart Class, Microsoft Office 365, Quipper School, Teacher Space, and Your School (Hartanto, 2010; Adit, 2020). Learners have free access to the website. This research explores the characteristics of the Whatsapp application as a medium for learning listening comprehension on this occasion. This feature, which WhatsApp owns, is used by students to conduct self-assessments.

WhatsApp is a form of media that can be downloaded and installed on a cell phone. This social media platform is primarily used for chat communication. WhatsApp is a cross-platform messaging program that enables individuals to share information without incurring SMS fees. Someone can use WhatsApp to communicate online and share files (Linda & Ri'aeni, 2018). People often use WhatsApp as part of their everyday routines. It is built into our felt-life relationships (Hara et. al. 2014). It is supported by Susilawati et. al. (2020), they give a conclusion from their research that online learning in the era and post-pandemic Covid-19 by increasing learning inspiration through the use of WhatsApp.

Linear with the research conducted by Kheryadi (2017) entitled 'The Implementation of "Whatsapp" as a Media of English Language Teaching'. He informed that six months of experience teaching English through the use of WhatsApp has provided him with a wealth of knowledge regarding the optimal way to learn English. To maximize the effectiveness of learning English through WhatsApp, teachers are encouraged to integrate it into their classes. Since the use of WhatsApp can improve motivation and English proficiency, teachers can assist students in developing their trust.

In other hand, Susilo (2008) explained that Facebook (FB) and Whatsapp (WA) have evolved into the social networking industry's "communication portals." It is concluded that FB group and WA group can be used in conjunction with online tutorials. It aims to shed light on an information-sharing activity conducted online through the use of Facebook and WA groups.

In writing class, research conducted by Linda et. Al.a (2018) informed that WhatsApp had been done as mobile media to learn writing in English as a Foreign Language class. The research was conducted in three groups of first-grade students at Unswagati's English Department. The findings indicate that WhatsApp Messenger piques students' attention and that students have a favorable attitude toward its use. The writer concluded that by using WhatsApp groups, they were able to effectively improve their talent in writing skills. Students will greatly impact their ability to learn English by using their gadgets. Students can enhance their skills by studying ICTs (Information and Communication Technologies).

In other research, Zakirman and Rahayu (2018) found that A smartphone is a type of communication device that has become mandatory for all students in recent years. Students can share information and communicate with one another more easily with the available chat application. At the moment, the most popular chat application among students is WhatsApp. In line with Alqahtani (2018) said that technology has advanced tremendously, and its position in various aspects of language learning has grown larger and larger. WhatsApp is rapidly gaining popularity among university students as one of the most widely used online social networking sites for language learning. One might argue that WhatsApp is not only for senior high school students but also for those pursuing higher education.

Further, Hamad (2017) explained that WhatsApp aided students in developing their English skills, expanding their vocabulary, and learning from their peers' mistakes, though the study noted some drawbacks of the experience, such as planning materials and

maintaining group discipline. In other words, they can assess their self, they have capability to crosscheck their selves.

Then, Setyowati (2019) conduct research on senior high school focus on listening skill, the students' responses to the questionnaire indicate that they are more engaged and enthusiastic about learning through 'WhatsApp.' Students can access the exercise at any time and from any place.

Dunlap (2006) states that "students are free to express their responses, and the instructor responds to students' questions and remarks, initiates new issues or sends questions." WhatsApp is one of the most engaging teaching methods available because it fosters engagement, responsiveness, and student-centered learning. This enables students to express themselves and their ideas through various WhatsApp application platform features such as attaching photos, sharing videos, sharing web links, and recording videos. This is why the researcher chose WhatsApp as the subject of the study, in order to ascertain the self-assessment of listening comprehension through WhatsApp.

In line, Rukanda (2018) states that WhatsApp improves student-to-lecturer, student-to-lecture, and student-to-lecture intimacy. Additionally, it piqued students' interest in a WhatsApp lesson. Lecturers and students should incorporate a sense of humor into their classes. It is also support in blended learning (Cloete, 2017; Kementrian Kesehatan Republik Indoensia, 2019; Stapa & Mohammad, 2019; Suana et al., 2019).

Some features of WhatsApp can be concluded as below: 1) Multimedia: It allows the user to exchange videos, text messages, images, and voice notes, 2) Group Chat: It supports the interaction of up to 50 group members, 3) Unlimited Messaging: The number of messages you can share on WhatsApp is unlimited. The application uses 3G/EDGE internet data plan or Wi-Fi to ensure continuous data transmission across platforms, 4) Offline Messaging: Messages are saved automatically when the device is off or outside the coverage area, 5) No Charges involved: there are no charges involved for using WhatsApp as it uses the same internet data plan which is used for email or web browsing, 6) Pins and Users Name: WhatsApp user does not need to remember passwords or username as it works via phone numbers and integrates with users address books.

Assessment is most powerful as a process when it is used to facilitate the learning of, and about, the 'self' in a variety of ways, and may act as a motivating force when it forces the learner to reflect on their learning (Bourke and Mentis, 2006). However, the appraisal can have the opposite impact, disempowering and demotivating the learner; it can be something done to the learner rather than for them. Self-assessment occurs when a student assesses and

makes judgments about his/her own work (Wesson, 2014). Children and adolescents attend school to expand their horizons of knowledge. As each child is a learner, each child is also their own assessor.

The prototype of self-assessment instruments for evaluating students' speaking ability was developed in response to the results of need analysis, the necessary basic competencies, and grand theory (Devianti et al., 2014). In doing the research, the researcher used the listening script as the rubric for the listening section. To improve listening skills, it is important to design successful and enjoyable listening activities. As language learning has moved into the digital era, it is critical to developing trendy and convenient media that make use of the booming gadgets available today. Hopefully, listening exercises conducted through 'WhatsApp' would pique students' attention and keep them motivated to complete the exercise. Thus, the tasks include practical and enjoyable assignments that enable students to experience the joy of learning activities. This way, learners not only have fun with the listening exercise but also become more involved with the task.

METHOD

In gained the real data, the researcher applied action research in this research. Allwright and Bailey (1991) define action research as a research project that focuses on the classroom and attempts to elucidate what occurs within. It treats classroom interaction as virtually the only object worthy of investigation. Then, Bogdan & Biklen (1992) explain that action research is the systematic collection of information that is designed to bring about social change. In addition, Cameron-Jones (1983) defines action research as research conducted by practitioners with the goal to improve and better understanding their clinical practice. Therefore, Action Research is a method in which educators conduct a systematic and meticulous review of their own practice using research techniques. Participants develop a research topic, gather data over the course of a year, review their results, and write about them. Participants typically collect data through observations, interviews, surveys, and papers. In detail, below the step of action research

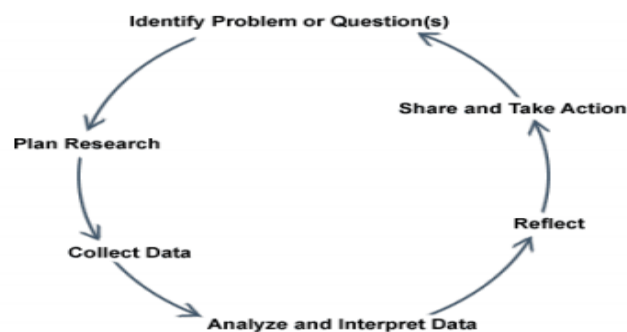


Figure 1. The Steps of Action Research

Most models present action research as a cycle, starting with a question and ending with more questions. The image above is intended to capture the cyclic nature of classroom action research. Strickland (2015) discusses the following sequence: 1) identify an issue, interest or problem; 2) seek knowledge; 3) plan an action; 4) implement the action; 5) observe the action; 6) reflect on your observations; 7) revise the plan.

Essentially, action analysis is the scientific method of instruction. Teachers conduct action research to determine what works best in the classroom. Many teachers engage in self-reflection about their instruction, while others perform the analytical study. Classroom Action Research aims is to help teachers better their own instruction. The emphasis is on the observations, rather than on methodological or theoretical considerations. There two cycles had been done in this research.

RESULT AND DISCUSSION

Three critical classroom training practices must occur prior to using WhatsApp to teach and learn about listening. Create a WhatsApp party to begin. The class combines the group's name and icon. Students take turns updating the community icon daily (every day/every two days/every week) with motivational images and English words/phrases. Second, establishing guidelines, such as each student should be involved in posting and messaging, always using English, using respectful and positive words, and checking WhatsApp regularly. Thirdly, developing a favorable attitude toward technology and becoming acquainted with the program. Acquaintance with technology and group leadership in the creation of an online meaning community that can assist students in feeling free to share (text) ideas. As a result, A positive relationship between students and teachers is developing, resulting in a more conducive learning environment (Khubyari, 2016; Nihayati & Indriani, 2021). By the time both students and teacher become familiar with the whatsApp and feel comfortable to communicate using the app, the activities can be started. The activities are conducted using WhatsApp group and outside the class.

The researcher began by planning the teaching and learning process, identifying and diagnosing the students' problems. The following move is to put the learning process into action through the newly formed WhatsApp community. This research used fifteen audio files. Utilize seven audios in the first cycle and eight audios in the second cycle. A loop is comprised of three sessions. In one meeting, the instructor shared three or four audios, gave

the students 30 minutes to listen and rewrite what they heard. This activity would be repeated with each audio.

In collecting the data, the researcher shared the original text from the audio to the WhatsApp group that was already created, then the students crosscheck with their own. They were scored with the formula from Sugiyono (2017)

$$Score = \frac{N}{n} \times 100 \%$$

Noted:

N = Number of the students' text

n = Number of the original text

Then, they shared their final score. They had a photograph of their handwriting or screen capture. They collected their task using WhatsApp's features. It was repeatedly verified. The students' score still low and far from the expectation. Also, many comments come from the students, like the audio so fast, unfamiliar words, etc. The researcher gave motivation and explanation about the audio, and asked the students to repeat again the audio by themselves.

In data interpretation, the process of recording events and actions. In this study, observation would be used to aid in the learning process associated with the schedule. The observation of the teaching-learning process is documented through the use of media. The observer invited the English teacher to participate in the observation. The collaborator observes the students' activities; in this study, the researcher takes on the role of a teacher who uses sound in treatment. This is to ascertain the extent to which students' listening comprehension can be assessed via WhatsApp group and how they can assess their competencies.

The next step in this process is reflection. The researcher will attempt to analyze the observed and tested data. Additionally, it is necessary to determine whether or not the students' learning process has been impacted. The first step in this reflective process will be to analyze the quantity of data; the researcher will then grade each assignment. Subjects may be considered successful if they received an improvement score. The second step would be for the researcher to evaluate the teaching-learning process following data collection. The researcher would gain insight into the action's strengths and weaknesses through reflection.

Finally, the researcher informs the students of the test's outcome. It demonstrated that the score remained low. It caused the students to remain confused by the researcher's

activity, the students to be unfamiliar with the term, and the students to respond that the audio was too fast.

The final scoring from first cycle done, the researcher come to the next cycle. The researcher conducted same step with the first cycle, but gave additional time about 40 minutes for one audio. The students assess their selves with teacher's instruction. Amazing, in the second cycle showed the improvement which the students got higher scoring than before. The researcher also got positive responses from the students. They felt free after listening again and again the audio.

In this study, 'WhatsApp' demonstrated interactive and live conversation capabilities that was not only allow teachers but also students to engage in in-depth and open discussion. This atmosphere could foster an environment that was both positive and spontaneous for both teacher and students. As a result, it might be possible to claim that 'WhatsApp' is the primary medium for students to collaborate as a team, which cannot be accomplished entirely in. 'Traditional' class, the teacher-student conversations foster a sense of collaboration, and to complete the exercise, you must have a sense of community. In a nutshell, 'WhatsApp' has shown its ability to encourage both language and soft skills are needed.

Additionally, the research indicated that using 'WhatsApp' to improve listening comprehension caould present some difficulties, i.e the instructor must be patient in reminding students to remain focused on the discussion. A few students are out of step with the assigned subject. They did not have a response to the exercise, but instead engage in their own conversation or express their feelings about a particular event. This can become an issue if the instructor does not advise them to remain on topic. Additionally, 75% students make disparaging remarks about their own friend's responses. The teacher's position is critical in this case because he or she must lead and manage the group discussion. If the instructor fails to monitor and manage unwanted messages and contributions, the primary purpose of learning would be missed. The teacher's job is also essential in order to handle the messages or audio posted in the e-group.

In line with above explanation, Napratilora et al (2020) found that Along with being a communication tool, WhatsApp can be used as a learning medium. It enables communication between the teacher and students and facilitates discussion of reading material prior to class. Because students are already familiar with WhatsApp, it is a very simple and inexpensive way to teach reading comprehension.

Further, Susilawati & Supriyatno (2020) conduct research entitled Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID -19 got online learning using WhatsApp Group to be the most effective in and after the COVID-19 pandemic. Students can communicate and share PowerPoint files, Microsoft Word files, JPG files, Voice Notes, Videos, and other learning resource links through the platform.

CONCLUSION

'WhatsApp' demonstrated collaborative and live chat features that allow teachers and students to have in-depth and open discussions. This atmosphere will cultivate a pleasant and spontaneous environment for both teacher and students. The teacher-student conversations encourage a sense of teamwork, and you must have a sense of community to complete the exercise. WhatsApp needs both language and soft skills.

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