THE USE OF WHATSAPP MESSENGER
TO ENHANCE STUDENTS’ READINESS TO JOIN ENGLISH CLASS

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Abstract
This research aims (1) to identify the improvement of students’ readiness when WhatsApp Messenger is implemented; and (2) to identify problems which may occur in using WhatsApp Messenger to improve students’ readiness. The method used in this research is a classroom action research. The research conducted in two cycles, in which 6 meetings were conducted in each cycle, 3 meetings for WhatsApp Meeting and 3 meetings for Class Meeting. Every cycle consists of four steps: planning, implementing, observing, and reflecting. The research data were collected using questionnaire, observation, tests, and diary. The research findings showed that the improvement of students’ readiness in each meeting had improved when WhatsApp Messenger was applied. The improvement of students’ readiness included ability to (1) follow structured daily routines; (2) work independently; (3) listen and pay attention to others; (4) cooperate with others; and (5) follow simple rules. However, there were technical and managerial problems dealing with the use of WhatsApp Messenger to enhance students’ readiness. To solve the problems that occurred in each WA meeting, there were discussions between the teacher and the students in the end of the class meeting. Based on the findings as presented above, WhatsApp Messenger is an alternative to make the students ready for school. It also becomes a multi-function media which can improve students and teacher relationship.

Keywords: WhatsApp Messenger, students’ readiness, action research

Abstrak
Penelitian ini bertujuan (1) untuk mengidentifikasi peningkatan kesiapan siswa ketika WhatsApp Messenger digunakan; dan (2) untuk mengidentifikasi masalah apa yang mungkin akan terjadi dalam penggunaan WhatsApp Messenger untuk meningkatkan kesiapan siswa. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dalam dua siklus, dimana 6 pertemuan dilaksanakan di tiap siklus, 3 pertemuan untuk pertemuan WhatsApp dan 3 pertemuan untuk pertemuan kelas. Setiap siklus memiliki empat langkah: merencanakan, melaksanakan, mengamati, dan merefleksi. Data dari penelitian dikumpulkan dengan menggunakan angket, pengamatan, ujian,
buku harian. Hasil dari penelitian menunjukan bahwa kesiapan siswa meningkat disetiap pertemuan ketika WhatsApp digunakan. Peningkatan kesiapan siswa meliputi kemampuan untuk (1) mengikuti rutinitas sehari-hari; (2) bekerja secara mandiri; (3) mendengarkan dan memperhatikan orang lain; (4) bekerjasama dengan orang lain; serta (5) mengikuti aturan sederhana. Akan tetapi, ada beberapa masalah teknis dan pengelolaan berkenaan dengan penggunaan WhatsApp Messenger untuk meningkatkan kesiapan siswa. Untuk mengatasi masalah-masalah yang terjadi setiap pertemuan WA, diskusi dilakukan oleh guru dan para siswa diakhir pertemuan kelas. Berdasarkan hasil diatas, WhatsApp Messenger adalah sebuah alternatif untuk membuat siswa siap belajar di sekolah. Itu juga bisa menjadi media dengan berbagai fungsi dimana bisa meningkatkan hubungan siswa dengan guru.

Kata kunci: WhatsApp Messenger, kesiapan siswa, penelitian tindakan

Introduction

One indicator which affects children success in the future time is education. Education almost means everything in the world. We can find education not only in a school, but also outside school. However, there are many kinds of things which can only be learned in school but not outside school, such as physics, chemistry, mathematics, and many others. It is not easy to achieve a good education in school. There are many factors which can influence the sustainability of the education, such as school facility, teacher, environment, students’ motivation, students’ readiness, etc.

One of those factors which attract more attention is students’ readiness. Students’ readiness in the classroom activity can determine the classroom atmosphere. When students are ready to take a lesson, they will pay more attention to the lesson and the classroom activity. When the teacher gives material to the students and they do not ready to take a lesson, they will confuse on what they should observe on material given. This will lead to a frustration and will decrease students’ motivation to learn the material. Moreover, the students will not ask questions because they do not know about the lesson. Furthermore, the next activity will be bored and the students will not pay attention to the material given.

Rafoth et al (2004, 2) state that students with high readiness must have ability to follow structured daily routines, ability to work independently, ability to listen and pay attention to what others say, ability to cooperate with others, and ability to follow simple rules. However, the preliminary research in XI MIA 8 shows that some students having
low readiness. This is shown by students who do not bring dictionary or books, students who ask his/her friend when the teacher give an individual task, students who draw something on his/her book while the teacher give a lesson, students who do not cooperate when working on a group, and students who make a noise in the classroom. The students who often do those things do not indicate readiness to take a lesson. Those students who do those things may have some reason why they do not ready in classroom activities. Each student has some different background and problem in their life. They may have low motivation to go to school, worry about something happening at home, feel unsafe of bully, tire of doing outside school activities, different style of learning, problem with health, lack of support from their parents, or lack of knowledge on using computer/internet.

To overcome those students’ readiness problems, this research highlight one of the causes which is students lack of knowledge on using computer/internet and to solve this problem by overcome this cause. The solution which the researcher offers to use is by using internet. Internet is a good communication medium for teleconferencing purposes that enables people to communicate one another with both audio and visual in real time (Vaughn & Simon, 2004:418). In this era of communication, the use of internet in cell phones is well spread over the world; almost everyone has it, even in Indonesia. We can access any information around the world by our side. Also, internet is a powerful and effective medium to respond to queries, to exchange ideas, and to build relationship (Hallahan, 2004:782). By using this internet facility on cell phones, this research has an intention to make an effective way to increase the students’ readiness. To make that happen, the researcher found a good internet application on cell phones that can be used to make an effective way to increase the students’ readiness. The application named WhatsApp Messenger. WhatsApp Messenger is a cross-platform mobile messaging app which allows you to exchange messages without having to pay for short message service (WhatsApp :: Home, n.d). It is an application on cell phones named android cell phones which can be used to exchange message, picture, and voice. It is easy to use and does not need high connectivity of internet to connect. Almost all cell phones can use this application. It does not need international charge, log in/out, to add buddies, and it is always on application. Thus, it is very popular in Indonesia because it is simple and very easy to use.

By using these features, everyone can share their opinion, their feeling, their experience, etc quickly and accurately in any place and any time of the world. This would
be a good media for increasing students’ readiness as it can be used to share the information and the material needed in the lesson. The students can ask and share what they have in mind dealing with the information and the material for the next lesson. By this way, the students will feel ready for the lesson. When the students feel ready, they will not get confused on the material because they already know or well prepared for the lesson. The lesson will be done smoothly and the students will have more understanding on the material.

The objectives of this research are 1) to identify whether WhatsApp Messenger able to improve students’ readiness and 2) to identify problems which may occur in using WhatsApp Messenger to improve students’ readiness.

**Research Method**

This research was taken a place on SMA Negeri 3 Surakarta which is located in RE. Martadinata 143 Street Surakarta, 57122. The research was conducted from 14 January – 14 April 2016, every Thursday at 12.30 – 14.00 (8 and 9 course time) for the class meeting and every Wednesday at 19.00 – done for the WhatsApp meeting. The subject of the research was the students of XI MIPA 8 of SMA Negeri 3 Surakarta which consisted of 26 students, 12 boys and 14 girls.

The research approach used in this research was classroom action research. There are 4 phases of classroom action research which was conducted in the research, Planning, Action, Observation, and Reflection. The data of this research were collected using questionnaire, tests, observation, and diary. The quantitative data achieved were being analyzed by using descriptive statistics and the qualitative data were being analyzed by assembling data, coding data, comparing data, building meanings and interpretation, and reporting outcomes.

**Research Findings**

On the pre-research, the researcher found that some students did not bring books related to the lesson, asked other students when the teacher asked him, drew on his/her books while the teacher explained the material, did not cooperate on group discussion, and made a noise in the classroom. The observation sheet of
pre-research showed that their readiness score was 57.8. This indicated that they were not ready to take the lesson. To check whether they ready or not, the researcher conducted a reading test. The test conducted in 14 January 2014 which was the first week of the effective lesson time after long holiday from semester 1. The test was given at the beginning of the class. The result of the pre-test was not so good. The average score of the test was 55.3. That was very low score; and that indicated they were not ready. The situation before the research is presented briefly in table 1.

<table>
<thead>
<tr>
<th>Problem Indicators</th>
<th>Before research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students find it difficult to follow structured routines.</td>
<td>- 15 of 26 students did not come back on-time from break.</td>
</tr>
<tr>
<td></td>
<td>- Three students did not bring books.</td>
</tr>
<tr>
<td>2. Students find it difficult to work independently</td>
<td>- 15 of 26 students asked their friends for the answer when the teacher asked about the material.</td>
</tr>
<tr>
<td>3. Students find it difficult to listen and pay attention to what other say.</td>
<td>- 16 of 26 students played their phones and talked to their classmate when the teacher giving the material.</td>
</tr>
<tr>
<td>4. Students find it difficult to cooperate with others.</td>
<td>- 12 of 26 students did nothing in group discussion. They just kept silent.</td>
</tr>
<tr>
<td>5. Students find it difficult to follow simple rules.</td>
<td>- 20 of 26 students made a noise.</td>
</tr>
<tr>
<td></td>
<td>- When their friends did something wrong in answering teacher’s question or presenting in front of the class, they insult them.</td>
</tr>
</tbody>
</table>

| Score of Reading Test | 55.3 |

There were 6 meetings in cycle 1, 3 WA Meeting and 3 Class Meeting. The WA Meeting was conducted a day before Class Meeting. The time allotment for WA Meeting was 60 minutes and for Class meeting was 90 minutes.

The first WA meeting was conducted on Wednesday, 20 January 2016. The researcher started the conversation with greeting, “Hello guys, good evening”. Two students replied the greeting. The researcher decided to wait other students to show up in the chat. Suddenly, some other showed up, but many had not showed up yet.

It took long time for the other students to reply the greeting. Then, the researcher decided to begin the discussion. A picture of instant noodle pack was sent to the group. It was an example of procedure text which can be found in our
daily life. Some other students showed up in the chat, giving some comments on the example and guessing what we will discuss tomorrow.

The first class meeting was conducted on Thursday, 21 January 2016 (00.30 - 02.00 p.m.) The teacher (the researcher) and the observer entered the class at 00.30. Some students were still outside of the class from break time. After they gathered, the researcher greeted the students and introduced the observer to the students. Then, the researcher checked students’ attendance and there were 2 students absent because of attending technical meeting of basketball championship.

The researcher reviewed what we talked about in the WA group last night. The students answered the researcher questions about the last night material. The researcher divided the students into several groups. Then, the students watched the video to make them understand better by watching the examples. The students analyzed part of procedure text on the video. After that, they shared what they got to each member of the group. Then, the students watched some video again to give them more clear understanding on procedure text. The end of the class, the students divided into a group of two students. Each group would make a video which had to be presented next meeting.

The second WA meeting was conducted on Wednesday, 27 January 2016. The researcher started the conversation with greeting, “Evening guys.” However, no one replied the greeting in more than 10 minutes. So, the researcher decided to directly start the meeting, “How is the project?” Suddenly, some students showed up replying that chat.

The researcher was trying to make a contact with some students who replied my chat. Then, some other students showed up joining the conversation. When they shared about their project, we talked about what we would do tomorrow. We would have a presentation about the video and the students had to be ready for tomorrow. Then the researcher closed the meeting when there were no other questions from the students.

The second class meeting was conducted on Thursday, 28 January 2016 (00.30 - 02.00 p.m.) The teacher (the researcher) and the observer entered the
The researcher reviewed what we talked about in the WA group last night. The students were explained again about the technical when presenting the video. Three students were selected to be observers. The students who observed had to score and give comments on a sheet of paper. Then, the researcher offered the students about who would be the first. The first group, Benedictus and Novan, presented the first video. Then the class continued like this from the beginning until the end of the lesson.

The third WA meeting was conducted on Wednesday, 3 February 2016. The researcher started the conversation with greeting, “Good evening guys? How’s life?” I also asked about the rest of the video project which had not been submitted. Then suddenly, a student shared what she felt about school life. This meeting did not go like before, because we had a little talk outside school to gain their attention in WA group.

Many more joined the chat. When they were active in the chat, the researcher began to give tomorrow material about conditional sentences. The researcher asked the students whether they knew about conditional sentence or not. Some said no and one said a little. Then, the one sent a picture of conditional sentences type 1 and type 2. It was really clear example of conditional sentences. Then, the researcher asked for the type 3, but no one answered it. The researcher explained the rest of the material. Some students asked and still on in the chat. However, when they were asked to give some more examples, they suddenly disappeared. Thus, the researcher ended the meeting and continued the meeting in the class.

The third class meeting was conducted on Thursday, 4 February 2016 (00.30 - 02.00 p.m.) The teacher (the researcher) and the observer entered the class at 00.30. Did not like a meeting before, just a few students did not come on
time after break-time. The researcher began the class by greeting and checking their attendance.

The researcher reviewed what we talked about in the WA group last night. The researcher wrote some examples dealing with conditional sentences in the board. After that, the students were asked to make five other examples in their book. Then, the students divided into several groups. In the group, each student shared what they write into each member. Then, the researcher asked the students to make the fact or the real situation from what they had written. The researcher checked each group works and giving feedback for the works. After that, the students made a little conversation using conditional sentences and the fact. Each group had to present it in front of the class. The class ended when the entire group already performed.

Based on the data collected, the researcher reflected the result of the action in this cycle. The results are described in table 2.

Table 2. The result of the action in Cycle 1

<table>
<thead>
<tr>
<th>Problem indicators</th>
<th>Meeting 1</th>
<th>Cycle 1</th>
<th>Meeting 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students find it difficult to follow structured routines.</td>
<td>10 of 26 students did not come back on-time from break.</td>
<td>7 of 26 students did not come back on-time from break and some still eating on the classroom.</td>
<td>5 of 26 students came late and no one eating in the classroom.</td>
</tr>
<tr>
<td></td>
<td>One student did not bring books.</td>
<td>All of the students brought English books.</td>
<td>All students brought English books.</td>
</tr>
<tr>
<td>2. Students find it difficult to work independently.</td>
<td>8 of 26 students asked their friends for the answer.</td>
<td>6 of 26 observers asked other students in scoring and giving comments to their friends.</td>
<td>4 of 26 students were asking their friends when they were told to make examples of conditional sentences.</td>
</tr>
<tr>
<td>3. Students find it difficult to listen and pay attention to what other say.</td>
<td>There were 14 of 26 students who slept or played their phone when they had to see the video.</td>
<td>11 of 26 students did not pay attention when the researcher explained how they should score and comment their friends.</td>
<td>Only 5 of 26 students who did not listen when reviewing WA meeting material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 of 26 students understand what to do in observing their friends.</td>
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<tr>
<td></td>
<td></td>
<td>When their friends presented the video.</td>
<td></td>
</tr>
</tbody>
</table>
4. Students find it difficult to cooperate with others.

- In the group discussion, 3 members of each group keep silent in the group discussion.
- 12 of 26 students who presented the video could cooperate well and made a good presentation.
- One member of 3 groups did not cooperate well in the group.
- 4 of 6 groups could make a good cooperation and made a good conversation.

5. Students find it difficult to follow simple rules.

- 23 of 26 students made a noise when there was an instruction. It made the instruction did not clear enough.
- 20 of 26 students make a noise when the researcher tried to explain what to do in being observer.
- 18 of 26 students made a noise when the researcher explained instruction to make the conversation.

Score of Reading Test

The average of students’ reading test was 73.3

There were some problems which occurred in WA Meeting of cycle 1. The problems can be seen in the table 3.

Table 3: Problems in WA Meeting of cycle 1

<table>
<thead>
<tr>
<th>WAM</th>
<th>Problems</th>
</tr>
</thead>
</table>
| WAM 1 | - Few students joined the chat.  
- Checking students’ attendance wasted more time on WAM and not all students showed up.  
- Strict rule bored the students and made them afraid to give comments on WAM.  
- All of the students were not online in a same time. |
| WAM 2 | - No students replied on the greeting.  
- A little talk could make the students discuss something out of topic but increased their activity in WAM.  
- Some students did not have internet connection.  
- All of the students were not online in a same time. |
| WAM 3 | - Too much material given to the students would bore them.  
- The researcher could not maintain the students’ presence in the group.  
- All of the students were not online in a same time. |

In cycle 1, the WA meeting was too rigid. The researcher was checking students’ attendance in WA meeting. It could not be done because the students might be busy with something else. Checking their attendance would only waste the time. Also, when the WA meeting was conducted just like what happened in the class, the students would not interested because it was boring receiving material outside class. They should be rest or doing else outside class meeting.
The language used in the meeting was fully English. This made some students did not feel comfort in writing in English, although they can search in dictionary while writing a chat.

That was why in cycle 2, some rules were changed to make a better environment in order to make them ready to school. Checking the students’ attendance would not be conducted because we could see who joined the conversation from their chats. There would be a little talk just like in third meeting of WA group in cycle 1. This would make the students feel comfort in joining the conversation. Also, it would be easier to give them the material. The use of fully English would also be changed into bilingual. They would not mind to state their idea or give their comments.

In cycle 2, there were 6 meetings conducted which were 3 WA Meeting and Class Meeting. One WA Meeting and one Class Meeting were conducted in a week. The time allotment for the WA Meeting was 60 minutes and Class Meeting was 90 minutes. WA meeting began a day before Class Meeting.

The first WA meeting was conducted on Wednesday, 16 March 2016. The researcher started the meeting by greeting the students. Some students replied the greeting. One of them said she was little tired because of the sport lesson today. We talked about the sport to chill the situation before going to the material. Then, the researcher gave the material about biography. Picture of Barrack Obama was sent to the WA group. The students gave various responses. After that, the researcher sent an example of biography text. The students responded by asking some question about biography.

In this meeting, the researcher acted like a partner of the students. The conversation just flowed just like normal conversation between friends. Bahasa also been used in this meeting. The students felt comfort and the conversation went well. We also made an example using of the students name and it made them responses well. The meeting was ended when the material already given and what will we do tomorrow had been stated. The material of tomorrow meeting was biography and we would watch video. However, before watching the video, we would have a test.

commit to user
The first class meeting was conducted on Thursday, 17 March 2016 (00.30 - 02.00 p.m.) The teacher (the researcher) and the observer entered the class at 00.30. This time, only three students came late after the break time. The researcher began the class by greeting the students. The students were asking about the video they would watch today. They seemed very interested in this meeting. However, the first 45 minutes was used to test their readiness.

After the test, the researcher played the video of Leonardo Di Caprio’s biography. Before watching the video, the students were asked to take a note on some important information which should be included in a biography and take a note about important information about the video. The video ended. The researcher asked some questions dealing with the video. “What is the video about?” “How Di Caprio started his career?” The students answered the questions correctly. When they were asked about the important information, they also can answer it correctly. Suddenly the bell of the ringing, it was the time for going home.

The second WA meeting was conducted on Wednesday, 23 March 2016. The researcher started the meeting by greeting the students. Some students replied the greeting. Then the researcher asked about the groups which should they make. They forgot to make the group. Some said that he did not even remember if the researcher asked to make groups. Then, this meeting began with making groups for tomorrow meeting. Asking the students whether they or the researcher made the groups, they said the researcher made the groups.

The researcher made the groups. The students accepted the groups. Next, we discussed about the project. We discuss what we should make a poster or a wall magazine. They agreed to make a wall magazine. They said it would be easier to make if the content was biography. The meeting ended after the researcher asked the students about the topic of each groups. The students had to prepare the topic for tomorrow meeting so that they could plan the project.

The second meeting was conducted on Thursday, 24 March 2016 (00.30 - 02.00 p.m.) The teacher (the researcher) and the observer entered the class at 00.30. No one came late after break time today, so the researcher began the
meeting by greeting them. Then, the students were asked to sit in groups that we discussed yesterday in WA meeting. After they sit in group, the researcher reminded them about the topic we should discuss in this meeting. Seven topics were chosen. We made a lottery to decide which group got one of the topics.

Grace and Nanda helped me with the lottery. Then, each of the members of the group came forward and picked one lottery. Group 1 got musicians. Group 2 got entrepreneur. Group 3 got president. Group 4 got racer. Group 5 got singer. Then, we watched a video about Brad Pitt’s biography to get another example of biography. They were asked to take a note dealing with the important things in biography. After they watched the video, they shared the information in the group. They talked about what should they make and how they created the wall magazine.

The third WA meeting was conducted on Wednesday, 30 March 2016. The researcher started the meeting by greeting the students. A few students replied the greeting. A little talk opened the meeting. Then some students join the chat. This meeting was discussing the preparation for tomorrow meeting because tomorrow we would make the wall magazine. If the students did not prepare well, the class might be no going well.

The students stated the progress of each group. A group would write about Justin Bieber. Another group would write about Rio Haryanto, the F1 racer from Indonesia. Another group did not prepare well. Some problems were stated in the meeting. One group asked about the examples of musicians. We helped the group with the musicians. The meeting ended when they got something in their mind about what they were going to do tomorrow.

The third meeting was conducted on Thursday, 31 March 2016 (00.30 - 02.00 p.m.) The teacher (the researcher) and the observer entered the class at 00.30. The students seemed prepared well. They already gathered in the class when the break ends. The researcher greeted the students to begin the lesson. Then, the students were asked to sit in groups. The students took out all the material which they had been prepared.

commit to user
They started to make the wall magazine. The researcher checked each group’s work. Group 1 wrote about John Lennon. Group 2 wrote about Bill Gates. Group 3 wrote about Soekarno. Group 4 wrote about Rio Haryanto. Group 5 wrote about Justin Bieber. Each group had different design of wall magazine. The first group who finished the wall magazine was group 4. The second was group 3. The third was group 5. The fourth was group 1. The fifth was group 2.

Based on the data collected, the researcher reflected the result of the action in this cycle. The results are described in table 4.

<table>
<thead>
<tr>
<th>Problem indicators</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students find it difficult to follow structured routines.</td>
<td>• Three students came late after break time.</td>
<td>• All of the students already in the class when the researcher went to the class.</td>
<td>• All of the students already in the class when the researcher went to the class.</td>
</tr>
<tr>
<td></td>
<td>• All of the students brought English books.</td>
<td>• All of the students brought English books.</td>
<td>• All of the students brought English books.</td>
</tr>
<tr>
<td></td>
<td>• When the test was conducted, all of the students work it by their self.</td>
<td>• When the researcher played the video, each of the students took a note.</td>
<td>• Each member of the group did his/her job in finishing the wall magazine.</td>
</tr>
<tr>
<td></td>
<td>• When the researcher asked the students about the video, they could answer the questions.</td>
<td>• When the researcher asked the students about the video, they could answer the questions.</td>
<td></td>
</tr>
<tr>
<td>2. Students find it difficult to work independently,</td>
<td>• 5 of 26 students slept at the table and played their phones when the video was played.</td>
<td>• 3 of 26 students slept on the table and played their phones. However, they paid attention on the important things on the video.</td>
<td>• The students paid attention on the researcher’s instruction on today meeting, about the wall magazine, the submission, etc.</td>
</tr>
<tr>
<td></td>
<td>• The students shared what they found on the group discussion.</td>
<td>• After each group got the topic, they discussed about the topic.</td>
<td>• They worked together to finish the wall magazine. Although, some students did not do anything at the beginning of the lesson, they got their job in the middle until the lesson was over.</td>
</tr>
</tbody>
</table>
5. Students find it difficult to follow simple rules.

<table>
<thead>
<tr>
<th>WAM</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAM 1</td>
<td>• Sometimes when giving examples, the students responded it out of the topic.</td>
</tr>
<tr>
<td></td>
<td>• Some students were insulting their friend.</td>
</tr>
<tr>
<td></td>
<td>• All of the students were not online in a same time.</td>
</tr>
<tr>
<td>WAM 2</td>
<td>• Some students did not join the WAM because they have their own business such as taking private course, doing homework, doing school task, etc.</td>
</tr>
<tr>
<td></td>
<td>• All of the students were not online in a same time.</td>
</tr>
<tr>
<td>WAM 3</td>
<td>• All of the students were not online in a same time.</td>
</tr>
</tbody>
</table>

There were some problems which occurred in WA Meeting of cycle 2. The problems can be seen in the table 5.

**Table 5 Problems in WA Meeting of cycle 2**

<table>
<thead>
<tr>
<th>WAM</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAM 1</td>
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<td>WAM 2</td>
<td>• Some students did not join the WAM because they have their own business such as taking private course, doing homework, doing school task, etc.</td>
</tr>
<tr>
<td></td>
<td>• All of the students were not online in a same time.</td>
</tr>
<tr>
<td>WAM 3</td>
<td>• All of the students were not online in a same time.</td>
</tr>
</tbody>
</table>

**Discussion**

The research findings showed that the improvement of students’ readiness in each meeting had improved when WhatsApp Messenger was applied. The improvement can be seen from the students’ tests score, observation sheets which were taken in learning process, and the questionnaires which were distributed in the class. By using WA a day before the class begins, the students can prepare things for tomorrow meeting, such as the books, the material, the task, and the uniform. It means their readiness to school also increase, especially for English class. The lesson is going smoothly because the students have ready to take the lesson.

The mobile learning technology helped students to create a leaning community, to easily construct knowledge and to share it with other member in the WA group (Amry, 2014:133). By this, the students felt comfort in delivering their ideas in WA group. When the students could deliver their ideas easily, they
could achieve more sources. Then, they would prepare for the class meeting and they were ready to take lesson in classroom.

Networked learning environment can also change the relationship between teacher and students (Jones, 2014:128). The role of the teacher changed into a partner, a friend, or a colleague for the students in this group. Today, the use of WA to improve social interaction and knowledge sharing is increasing (Barhoumi, 2015:233). The use of WA made the relationship between teacher and students more intense. The teacher and the students did not talk only about school material, but also their life story. By this, preparing the students’ readiness would be easier. They enjoyed the conversation and they got the material also. This was because of the online instructor facilitated learning (Amry, 2014:134).

**Technical challenges**

All of the students had to possess a smartphone or WA application. If there was a student or more students who did not have the application, it would be difficult to conduct the meeting. Even when they were all having the application, they had to connect internet to be able to join the WA meeting. Furthermore, not all area had same good network coverage. The teacher or the students might encounter delaying when sending a message or a chat. It disturbed the meeting.

All of the students had to stay online when the time for the meeting began. They might be left behind and ended not joining the chat. Even they could read the chat from the beginning until the end, but they would not join the chat because it was already over.

**Managerial challenges**

The students tended to use informal and bilingual language. The WA meeting was designed to use fully English, but only some students wanted to use fully English. The others became a silent reader because they were afraid to make mistakes. If some students used English and made a mistake, the teacher would correct it, but they would not join the chat for that meeting.

Sometimes, the students made the conversation out of the topic. They talked about other thing and did not respond to the teacher. Sometimes, they were joking around in the group, insulting each other.
Conclusion

WhatsApp Messenger can enhance students’ readiness to join English class. After using WA, the number of students who can cooperate well in group discussion, work independently, follow structured daily routines, listen and pay attention to the others, and follow simple rules has increased. The use of WA makes the students know well about the material which they are going to get in the class meeting. This makes the students ready and performs well.

There are several problems in using WA to enhance students’ readiness to join English class. All students have to possess smartphone or WA application. It will be a trouble if some students do not have the application. Then, each of the students has their own business. They may have homework, private course, school task, hanging out with friends, etc. This make some of the students do not show up in the conversation that time, but may join next time depending on their business. The internet connection also play very big role in this research. Low internet connection makes the chat pending. However, WA do not need high internet connection which makes WA a good choice to make the students ready. The real problem is when the students do not have internet connection. They will not able to join the group. On the other side, problems also occur in the group itself. Sometimes, some students annoy other students that make the students leave the chat. Then, some students sometimes discuss something which is out of topic. It makes the discussion take longer time. Although, discussing something out of topic can make them enjoy the group and the teacher can make it an advantage.

Bibliography


