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The Use of Semiotic in Grammar Learning through WhatsApp Group

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Abstract: The Corona Virus has made down many countries in the world, including Indonesia. So that the learning was initially carried out directly and face-to-face in the classroom is transformed into online or online learning. This is also in accordance with the Minister of Education and Culture's regulation stipulated by the Indonesian minister of education that to prevent the spread of the Corona virus, learning is transferred to online learning or online at home. At SMA Putra Bangsa Depok also applies online learning methods by utilizing various online applications, such as Whats App Video Call, WhatsApp Group, Google Form, and Voice Note in English subjects. the WhatsApp application is considered as the most suitable to apply online learning at SMA Putra Bangsa Depok is the most widely used by teachers because this application is familiar to students and teachers, so it is easier to apply. This research was conducted by surveying through observational methods, cobining with semiotic. This research aims to investigate the hidden meanings in the use of WhatsApp Group.

Key Words: WhatsApp Group; Grammatical Learning; Semiotic

Abstrak: Virus Corona telah melanda banyak negara di dunia, termasuk Indonesia. Untuk itu, banyak kegiatan dilakukan di rumah, termasuk pembelajaran. Kegiatan pembelajarann bagi para peserta didik, semula dilakukan secara langsung dan tatap muka di kelas diubah menjadi pembelajaran online atau online. Hal ini juga sesuai dengan peraturan Menteri Pendidikan dan Kebudayaan yang ditetapkan oleh Mendiknas bahwa untuk mencegah penyebaran virus Corona, pembelajaran dialihkan ke pembelajaran online atau online di rumah. Di SMA Putra Bangsa Depok juga menerapkan metode pembelajaran online dengan memanfaatkan berbagai aplikasi online, seperti Whats App Video Call, WhatsApp Group, Google Form, dan Voice Note dalam mata pelajaran Bahasa Inggris. Aplikasi WhatsApp yang dinilai paling cocok untuk diterapkan pembelajaran online di SMA Putra Bangsa Depok merupakan media, yang paling banyak digunakan oleh guru karena aplikasi ini sudah tidak asing lagi bagi siswa dan guru, sehingga lebih mudah dalam pengaplikasiannya. Penelitian ini dilakukan dengan survei melalui metode observasi, cobining dengan semiotik. Penelitian ini bertujuan untuk mengetahui makna tersembunyi dalam penggunaan WhatsApp Group.

Kata Kunci: Grup WhatsApp; Pembelajaran Grammar; Semiotika

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INTRODUCTION

The Covid-19 pandemic has been starting since the end of January 2020, causing by the Corona virus outbreak, which originated from the city of Wuhan, China. Corona virus is a microorganism that causes respiratory problems starting from mild to severe symptoms, the incubation period is between 6 to 14 days, the spread of this virus is very easy and very fast. Transmission can be through direct contact with other infected humans, therefore all activities involving associations with many people are stopped and transferred to WFH or working from home, in order to prevent the transmission and spread of Covid-19. To prevent the spread of Covid-19, WHO has left an appeal to stop events that can cause crowds to gather. Therefore, face-to-face learning that gathers a large number of students in the class is reviewed for implementation. Lectures must be organized in a scenario that prevents physical contact between teachers and students or between students. According to Milman (2015) the use of digital technology can enable students and teachers to carry out the learning process even though they are in different places.

In the online learning process at SMA Putra Bangsa, teachers no longer manage learning alone like in school, so parents can no longer submit all children's learning activities to the teacher, but parents and teachers work together to assist students in their learning activities. This change is felt by students, teachers and also parents, so a strategy is needed for the effectiveness of communication. The interaction of teachers and parents in the process of children's learning activities requires strategies, which can adjust the characteristics of students, teachers, parents who meet the distance learning criteria. To assist teachers and parents in optimizing children's behavior through learning activities at home, we need a guideline that can provide guidance for teachers and parents. Thus, these guidelines are structured so that teachers and parents can work together effectively in providing stimulating activities for children's development while studying at home.

Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. The research stated by Zhang et al., (2004) shows that the use of the internet and multimedia technology is able to change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. In this case, Kuntarto (2017) argues that "Online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet." At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and iPhone, which can be used to access information anytime and anywhere. Every school, starting from elementary schools, to tertiary institutions during the WFH period needs to carry out strengthening learning online. According to Pangondian, R. A., Santosa dan Nugroho (2019) "Online learning has become a demand in the world of education since the last few years Online learning is needed in learning in the era of the industrial revolution 4.0".

The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals. Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom services, Zoom and instant messaging applications such as WhatsApp (voice note, WAG, video call). This is in accordance with the statement from Prajana (2017), which states that: WhatsApp group content that can be used includes group chat for integration between teachers and students, document share facilities are used to help study groups send documents in the form of files, cameras are used to share some activities to require pictures taken in an activity, and audio is used to share in the form of sound, so that students can speak English optimally

In this research, the researcher intends to examine the effectiveness of WhatsApp as a media for learning English in elementary to senior high school. This research is based from the

thought, that human resources in language skills still really need attention, especially English. Given that English is an intermediate language all countries around the world use English in communicating between countries. Based on previous research, foreign tourists who travel to Pangandaran come from various countries, such as from Japan, France and other countries, in fact all use English as their intermediary language in communicating. By using cyberspace technology, this can facilitate information and communication technology to reach the limitations of space and time. As stated by Crescente and Lee (2011), one of the benefits of mobile phones for learning is the opportunity it provides students to study anywhere and anytime. Limited time and space for waiters as workers and wanting to learn to practice English proficiency can be solved by utilizing the WhatsApp group application from their cellphones, namely their smartphones, which now tend to be used by the public in communicating and sharing information. Therefore, by paying attention to some of these conditions, researchers examined the use of the WhatsApp group application on smartphones or abbreviated as (WAG) in teaching English to students at SMA Putra Bangsa Depok.

This research would not adequately discuss the problems that have been revealed, but at least it is an invitation to start thinking on educational problems outside of classroom interactions. In this paper, it provides a research development paradigm for material field skills rather than pedagogical skills. The ability to develop research in the material field of theoretical and methodological aspects is also very numerous and complex, for this reason this research will only describe the development of research in the field of learning media through the semiotic method. Semiotics, which is the science that discusses signs, is still too broad because there are several semiotic thinkers such as: Ferdinand de Saussure, Charles Sanders Peirce, Hjelmslev, Umberto Eco and Roland Barthes. This paper will specifically describe the mythical semiotic by Roland Barthes and describe the process of meaning denotatively and connotatively. Therefore as the research would be how could signified and signified interpret the hidden meaning, in using WAG? In online learning through the WA group, especially in English lessons, during the current outbreak of the corona pandemic, teachers, who previously has determined the time and length of learning online, the each subject, WA group might usually begin with student absences and asked questions, how to prevent the corona pandemic, for example, whether the students washed their hands properly, bathed, worshiped, cleaned the room, house, yard, and exercised and then provided an explanation of the material in the student book, the source book and the practice questions. Therefore, in this research, the researcher is interested in analyzing, what is the hidden meaning, that many people like choosing WAG, when they do online class.

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In this research, the researcher would like to use semiotics, to analyze and find hidden meanings, in online learning using WhatsApp. Van Zoest in Zaimar (2008) defines semiotics as the science of signs (sign) and everything related to it: the way it functions, its relationship in other words, its delivery, and its acceptance by those who use it.¹³ Furthermore, Chandler (2007,2) states that "Semiotics is a sign study, which includes the study of the sign system and

its use ". Semiology according to Barthes (2006, 156) is the science of form, because semiotics studies marking separately from its content. Semiology postulates the relationship of two terms, marker and sign. In literature, the term semiotic technology is used to present a technological device used to form meaning, which provides an opportunity for users to choose semiotic resources, access, combine and structure these semiotic sources in order to achieve the social goal of meaning formation (van Leeuwen, 2015). The choice of semiotic sources in question includes the modalities in the menu features and functions provided in the technology application, such as design, layers, layout, color, text, lines, final appearance (media, such as visual, print, aural and electronics). Technological tools - whether in the form of software, called semiotic artifacts. Some semiotic artifacts in the form of software technology, include PowerPoint, Social media, such as Facebook and WhatsApp.

METHOD

A scientific work cannot be separated from the use of methods. The research method is a scientific way in order to obtain and be able to collect data with specific functions and purposes. There are several things that need to be known and understood regarding the meaning of the research method, namely the scientific method, data, function and purpose. The scientific method is that research activities are certainly based on the terms, conditions and scientific characteristics, namely empirical, rational and also systematic. Empirical is research which is carried out by observing the human senses. Rational is research, which is done using a method that will and can be in accordance with human reasoning. Systematic itself has the meaning as a research process which is carried out with special steps that have a logical character. The method used in this scientific work is a qualitative research method. This type of research uses qualitative descriptive research which aims to help readers find out what happened and what kind of contribution was made in the use of the WhatsApp group to English training by seafood restaurant waiters. This refers to the opinion of Emzir (2012, 174) who says that qualitative description research aims to help readers find out what is happening in the environment under observation, what participants view and what events or activities in the research setting look like.

RESULT AND DISCUSSION

The Covid-19 pandemic has occurred in all parts of the world. In Indonesia, many have been affected by this pandemic, especially in the education sector, namely the government has appealed to all schools to implement online learning methods in which all teachers and students must carry out distance learning. In this case, the use of technology is needed by teachers. Teachers are asked to be more creative in providing material on online learning, such as using various interesting learning applications and designing or using learning strategies that are appropriate to the current situation, so that students can capture the lesson maximally without feeling bored. Lots of learning applications can be used by teachers to teach. In fact, this free application can be used for various kinds of learning processes, such as providing direct explanations of the material to be taught to students, as well as providing written material, assignments, feedback, and grades through the menu provided in the application.

The discussion of semiotic technology proves that the role and function of technology used by teachers in online learning activities is very important. Teachers are not only expected to be able to use technology, but are expected to create enjoyable classes and meaningful learning. The use of zoom, when learning takes place is not only conveying material, but more

than that WAG is expected to help shape the discipline of students during the online learning process. In most parts of Indonesia, especially those with red zones, many schools carry out online learning. This forces teachers to think creatively in providing learning content that is interesting and easy to understand for students. Teachers must be able to choose the right media or application in providing online learning content. WhatsApp group, voice not, and WhatsApp video call are one of the many applications that are quite popular in use during the Covid-19 pandemic. Through this application, one can use it for online learning, online meetings, video conferencing, and so on. In using this application in an online learning, teachers and students must better understand everything in the process of understanding the learning material that is being conveyed by the teacher. This is because there are many signs that appear to give a meaning, which is commonly referred to as semiotics. In literature, semiotics is generally defined as the science of a sign in which the meaning of the sign varies as long as it can interpret a meaning.

Online learning with social media is an option as innovative learning during this pandemic. The material taught with social media is not only as learning material but also can be archived as a portfolio for student learning progress (Xue & Churchill, 2020: 21). This learning is also able to attract students' interest so that students are more eager to learn. The formation of student interest is an important provision for successful learning. WhatsApp Group social media is one of the choices at Putra Bangsa Depok High School. Learning, by using WhatsApp Group, chosen by class X learning at SMA Putra Bangsa in English subject, because this option is considered easy to operate, learning becomes active, can be done anywhere and anytime, it can also support individual and group learning. In accordance with Cetinkaya (2020, 69) that "Learning with WhatsApp has benefits on student motivation and is relevant to all content".

The term semiotics is related to signs or tools that can be used to form a meaning. Social semiotics sees every existing artifact as a text that can form meaning. Based on this situation, Djonov & van Leeuwen (2018) argues, "Likewise with technology semiotics, which views every artifact as a system that produces a meaning. The term artifact is a technological tool that includes hardware and software software". The semiotics of technology in the WhatsApp application are like a voice, text, symbols, images, icons, and other abstract forms. The use of these signs has a meaning hidden in it. For example, the presence of a microphone and camera icon when conducting a video conference on online learning indicates a meaning that a teacher or student who wants to talk and share pictures with others can use this icon. Furthermore, the emoticon 'raise hand' on the reactions menu makes it easier for students to ask questions during online learning. It can be one of the more polite ways a student should cut someone off. With these emoticons, students can also give an appreciation of the teacher's explanation or students' answers and opinions by using the emoticons heart, thumbs up, clap and worship hand

In addition, the chat menu can also cause signs that have meaning, for example when the teacher provides learning documents and students share material links or attendance with other students without giving any explanation. If they understand what is meant, then the semiotic that is given has a meaning and that meaning has been conveyed well. For example, students open and read material from learning documents that have been given, and they could open the link provided and fill out the attendance list. The features provided in the WhatsApp Application above are part of the semiotic elements of technology which have their respective meanings and uses. The use of WhatsApp application or other virtual applications is a place, where the emergence of a lot of technological semiotics. In other words, the use of technology semiotics is very important in the online learning process. The increasing number of technology semiotics that exist in the online learning process, is very useful for developing understanding between teachers and students, so that the learning process runs optimally. So, the subject

matter provided by the teacher will be easily understood by students and learning objectives can be achieved properly.

From this research, the researcher find, that WhatsApp application is a form of software used as social media that connects many people in an audio-visual communication and is also supported by relatively fast chat capabilities when compared to other applications. What can be used as a signifier in this study is that the WAG application is easy to install in a smartphone program and groups can be created for certain communities (many WhatsApp users create groups. In addition, using the WAG application can be used to send files, pictures, voice messages, videos. , GPS, web posts / links, emojis and so on. In WhatsApp text you can also use bold, italic and underline features which are very useful, for example for word affirmation and affirmation of certain terms. The results of empirical data were obtained that the use of social media such as WhatsApp group (WAG) was mostly used by supervisors, teachers and students at SMA Putra Bangsa Depok to use group WhatsApp during online learning. Using WhatsApp groups students can interact with classmates and teachers, provide comments, respond to comments sent by others, post learning materials or links to learning materials, photos, videos and sounds. In addition, this application rarely finds problems breaking the signal or even absorbing excess quota. This can be used as signified in this research. So the myths in this study can be seen more clearly in the Figure 1:

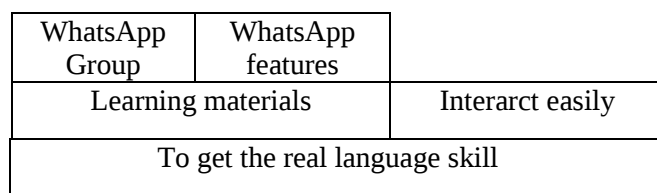


Figure 1. Using WhatsApp groups students

The analysis, presented in the Figure 1, can be proven by the statement of Littlejhon (2009), who explains: "Signs are the basic basis of all communication". Humans through signs can communicate with each other and many other things in the world. By using WAG, English teachers are able to interact well with students, both in writing (chat) and verbally (voice note or video call). Teachers easily know the skills of their students, both writting and speaking skills. This can be associated as a fairly good way, because seeing students' language skills cannot be measured through written tests, most of the answers can be seen on the internet. By using the WAG application, foreign language teachers can easily find out which students usually copy and paste answers, comparing with those, who did not. For this reason, the hidden meaning of using WAG is for teachers to easily evaluate the abilities and give an assessment of their students, which ones can only copy and paste the answers and which ones do have the ability. Evaluation is a process carried out to determine the extent of a program can be implemented and the extent to which the program objectives can be achieved. Arikunto (2008, 3) that assessing is taking a decision on something with a good and bad measure (qualitative in nature) and evaluation includes both steps.

Another opinion regarding evaluation was also conveyed by Arikunto and Cepi (2009, 2) explain: Evaluation is an activity to collect information about the work of something, which is then used to determine the right alternative in making a decision. Evaluation is directed to determine the success of program objectives, level the success of the participants, the obstacles that exist during the program, and obtaining the right information as a reference in making decisions about the program. In this case, the implementation of the WhatsApp group as a learning medium makes the program run well and the goals can be achieved quite well in

improving learning. The implementation of the program using the WhatsApp group as a learning medium is an effort to strengthen and develop the learning process for teachers and students. Some of the advantages of using a task-based approach through WAG, the language used as the actual purpose of communication, will make students prepare a report in the WAG group class, they write again about parts of learning activities in English, only filling in questions. From here it can be analyzed, that the myth of using WAG is, that combining bold meetings and providing materials and assignments to students cannot shape space and time.

CONCLUSION

Online learning is a solution for implementing social distancing in order to prevent the chain of spread of the Covid 19 outbreak. Because online learning is learning that is done online at a distance or learning by students wherever and whenever needed. So that it can avoid the crowd, which is considered as one way to implement social distancing.

With the semiotics of technology in learning, teachers and students can more easily recognize and analyze the functions of these signs that form meaning in aspects of learning so that they can be used optimally. Teachers can try to collaborate and be innovative in utilizing the available learning platforms so that learning becomes more interesting and interactive. Utilization of the features provided by the application is also used properly. Therefore, this technology semiotics trend is increasingly in demand as an analytical tool in the use of learning applications. The teacher will better recognize the learning application that he will use later so that it is no longer confused about its use and learning is no longer boring.

Even though it is not always done face-to-face, online learning at SMA Putra Bangsa, learning still traverses student activities. The main activities in WhatsApp group-based learning in class X at Putra Bangsa Junior High School are solving problems, creating content, creating works, responding to and answering students and teachers as well as things that hone students' skills in English

From the analysis above, in addition to the advantages of having a WhatsApp group per subject, the WA homeroom group is directly controlled by the homeroom teacher who functions as an information agent, thus, the homeroom teacher is also the main information uploader. All information from the school, both school policies and class policies, is the responsibility of the homeroom teacher in reporting through the WA group. With the WA homeroom group, the flow of information related to learning activities at school to parents of students is fast and accurate. It is certain that the implementation of this learning is often imperfect.

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