Accelerating Teachers' English Skills through WhatsApp as the Main DLR Platform

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Abstract. This research proposed WhatsApp as the main digital learning platform for accelerating the English language skills of senior-high-school teachers. This research is interpretatively qualitative, descriptive, and digitally creative. The research design consisted of WhatsApp as the main platform, and Zoom, Google, and YouTube as the support platforms. The main platform was mainly used for written interactions or communication, while the support platforms were used for the subjects' digital learning resources for their English performances. The research elaborated a pre-survey and a post-survey by using Google-form digital questionnaires. The questionnaires involved 5W and 1H aspects for researching the 30 subjects' perception and motivation for learning English through digital learning resources, especially WhatsApp. The 5-minute surveys were also equipped with simple free-writing tests in both the pre-survey and the post-survey. Interactions or communication through WhatsApp were then carried out by the researchers and the subjects for 100 days. During the 100-day interactions or communication, three speaking performances by the subjects were then examined on Day-31, Day-61, and Day-91. The data analysis employed the central tendency interpretation and the proportion analysis in form of percentages. The overall picture of the research finding is that the subjects' English performances increase in the writing skill fluency, i.e. the quantity of words or word counts in the post-survey rises significantly more than that in the pre-survey. However, the quality or the accuracy of the writing skill decreases along with the increase of the subjects' word counts. Meanwhile, the speaking performances by the subjects within the Zoom meetings do not show a significant difference. This research model as well as its results may be open for verification or further follow-up research by alternating the duration of research or by increasing the number of speaking performances during the main interactions or communication through the WhatsApp platform.

Keywords: English skill, digital learning resource, digital learning platform, WhatsApp as the main DLR platform, acceleration program

Introduction

Studying English or learning English can be done through different ways or modes. It can be traditional happening offline in the real classroom, conventionally through various language teaching methods, or digitally through online social media called digital learning resources (DLR). With the rampant uses of mobile phones and personal computers, digital learning can be accelerated in such a way that perceptions of the students as well as their motivation can be identified for particular purposes.

Accelerating the process of learning English language skills, i.e. encoding skills (speaking and writing) and decoding skills (listening and reading) is probably not easy. Habits including online learning ones should be formed to make students at easy when using English. These are probably obtained when students are exposed to learning facilities made available by creative teachers who manipulate a particular DLR as a platform for online learning for the students together with their classmates or colleagues.

The English language as the object of learning by students may also be adjusted to match the perception as well as the motivation of the students. There are the so-called Academic English and Social English. While Academic English is usually formal with advanced vocabulary items, Social English is usually informal, and naturally involving

understanding, practicing, living behaviors, and interacting activities within interpersonal and social life.

This research involves Social English within social interactions or communication. Activities of Social English may involve people meeting people and people spending their free time when they are not at work. Social English can be used to make small talk, give suggestions, make requests, give offers, talk about free time and give opinions on various subjects or topics. Social English encourages confidence when students are interacting or communicating with one another.

English for interactions or communication as part of Social English is important for students or people who do activities with people from other countries. Learning this Social English through DLR is probably effective, interesting, and creative and flexible. This research which involves DLR learning in line with students' perception and motivation is probably unique. English language skills which are also observed along with the perception and motivation are also researched to see the students' progress upon DLR interactions or communication conducted in a relatively period of time. The DLR selected here is WhatsApp as the main platform for the interactions or communication. WhatsApp is chosen to be the main platform for this acceleration research, for its popular use or its hegemony among people today in the digital era. Moreover, WhatsApp is usually at the hand of people today wherever they are and whatever they are doing, and the platform is usually on with them.

Literature Review

Learning English through Online Modes

Research on learning English through online modes has been done by experts on different aspects and perspectives, for instance on the means of learning (Chhabra, 2012; Ghani, 2015), effectiveness of online learning (Al-Maqtri, 2014; Jabeen & Thomas, 2015; Rodrigues & Vethamani, 2015; Kuama & Intharaksa), strategy (Cai, 2012; Sari, 2020; Ariffin, Halim, Darus, 2021), the perspective of the learners' (Naz, Rasheed, & Rasheed, 2019; Coman et al., 2020), learning independence (Islam, 2011), styles of learning (Berlianda & Andriani, 2020), pandemic and learning changes (Lumbantobing et al., 2021), readiness of the learners (Kuama & Intharaksa, 2016; Mehran et al., 2017), the meaning of online learning (Lee, 2019), and the roles of teachers (Lie, 2020).

Chhabra (2012) researched on tools of online learning for teaching English, and Binti A. Ghani (2015) studied the Facebook platform and its benefits for English teaching. The effectiveness of online language learning was also investigated by Al Maqtri (2014) and Jabeen and Thomas (2015) investigated the effectiveness of online language learning, and they came to different results. Rodrigues and Vethamani (2015) studied the development in speaking skills online. Meanwhile, Kuama and Intharaksa (2016) also studied the suitability of online learning for students learning English.

Other research on strategies for online learning within English teaching has also been conducted by Cai (2012), Sari (2020), and Ariffin, Halim, and Darus (2021). Cai (2012) studied the effective learning for students to master English by applying online learning, so advantages could be gained by the students as the teaching could be done efficiently. Sari (2020) also studied the involvement of the web, the email, audio and video conferences, as well as grouping and texting within the interactions. Ariffin, Halim, and Darus (2021) found out that new learning modes experienced by the students gave positive effects on students' adjusted learning strategies. Naz, Rasheed, and Rasheed (2019) studied the learners' viewpoints on smartphones for English learning and Coman et al. (2020) observed the students' viewpoints on universities' teaching-learning activities. The independence of learning English online through the internet has also been studied by Islam (2011) observed

the English students' independent online learning, and Berlianda and Andriani (2020) focused on the students' learning styles when learning the speaking skill through online platforms.

Meanwhile, Lumbantobing et al. (2021) studied learning English online due to the Covid-19 pandemic, and Mehran (2017) also researched on students' readiness (Japan) in facing changes in learning modes. Kuama and Intharaksa (2016) studied whether the e-learning mode is suitable for all students studying English.

Furthermore, Lee (2019) has also studied the quantity and diversity of learning English informally in the virtual world. The quality of informal learning and its variations can improve the results of learning English online. Lie et al. (2020) examined the role of teachers in online learning in the classroom of junior high school students. It was found out that there are five factors in the online learning process, that is students, online learning experiences from teachers, knowledge of technology, pedagogical knowledge, and existing online support systems.

From the various aspects of online research above, research on the acceleration of English language skills for international communication, especially research conducted on high school teachers based on digital learning resources, has never been done or does not exist, so research with WhatsApp as an online platform for English interaction or communication is novel. This program is unique and has novelty in accelerating the English language skills of high school teachers.

Digital Learning Resources

The term digital learning resource refers to various materials that are applied in a learning context that support students to achieve learning goals. The materials cover many sources in digital format.

Many studies on digital learning resources or digital learning resources abbreviated as DLR have been done by experts in various research points of view, namely: analysis of DLR itself (Arkorful, 2014; Moon and Villet, 2016), DLR and contributions to the curriculum (van den Berg, Blijleven, and Jansen, 2004), DLR as an alternative source of effective learning (Bušljeta, 2013; Nguyen, 2015; Pokhrel and Chhetri, 2021), DLR which affects attitudes, passion, perception, and learning motivation (Harley, 2007; Ponciano, 2015; Camilleri and Camilleri, 2016; Lin, Chen, and Liu, 2017; Yin, 2021), and DLR as a source of support for specific learning goals (Prince Edward Island, 2008; Ribeiro, Almeida, and Moreira, 2011; Marcus-Quinn and Diggins, 2013; Kusnandar, 2013; Haglind, 2016; Vrana, 2017; Khairova and Gabdullina, 2020; Nilsen, Almas, and Gam, 2020; Rusydiyah and Purwati, 2020; Ovcharuk et al., 2020).

Arkorful (2014) studies the advantages and disadvantages of using DLR in higher education, and Moon and Villet (2016) study DLR as a means of turning teacher education into equity independent access and developing their quality. Meanwhile, DLR and its contribution to the curriculum were studied by van den Berg, Blijleven, and Jansen (2004) to make a classification and implications of DLR to the curriculum.

DLR as an alternative source of effective learning has also been carried out by experts. Bušljeta (2013) studied the effectiveness of using various learning resources including DLR on the internet. Nguyen (2015) studied the effectiveness of learning with DLR compared to face-to-face and its future opportunities. Meanwhile, Pokhrel and Chhetri (2021) researched that teaching strategies changed to DLR-based strategies due to the Covid-19 pandemic.

Research is also directed to DLR which affects attitudes, arousal, perception, and learning motivation. Harley (2007) studies the use and users of DLR and studies the attitudes of experts about humanities education technology. Ponciano (2015) also researched on the effectiveness of DLR in increasing students' motivation and enthusiasm for learning and self-

confidence. Camilleri and Camilleri (2016) studied the attitudes and perceptions of teachers on the use of DLR on the internet, and Lin, Chen, and Liu (2021) studied the relationship between DLR and learning motivation and student learning outcomes. Yin (2021) studies DLR and online learning interests in students. Students' enthusiasm is considered to increase and they remain enthusiastic about using DLR.

The last research aspect is DLR as a source of support for specific learning objectives, which has been investigated by many experts. Prince Edward Island (2008) made a guide for the evaluation and selection of DLR. Riberio, Almeida, and Moreira (2011) also involved a DLR for special educational needs. Meanwhile, Marcus-Quinn and Diggins made a DLR for educational purposes, teaching, learning, and scholarship selection. Kusnandar (2013) studied the development of a DLR in the form of digital object learning materials. Haglind (2016) studied and made a DLR access for learning in high school, and Vrana (2017) made a DLR in the form of a digital library for online learning. Meanwhile, Khairova and Gabdullina studied the use of DLR to guide the education levels of elementary school students, and Nilsen, Almas, and Gam (2020) carried out research and made a DLR for teacher training. Rusydiyah and Purwati (2020) researched on the role of digital knowledge as a learning resource for prospective teachers in Indonesia. Ovcharuk et al. (2020) studied the use of DLR for teacher professional activities in European countries.

From the accounts and the role of DLR above, it can be seen that the proposed research on the acceleration of DLR-based English skills has never been carried out before, let alone for high school teachers. The DLR applied in this research is the interaction between WhatsApp as the Main Platform and Zoom, Google, and YouTube or others as Support Platforms in this acceleration research.

Materials and Methods

The researchers limited the research only to the acceleration of English language skills for senior-high-school teachers based on interactions or communication through the WhatsApp platform as the main digital learning resource (DLR) in this research. Digital Learning Resources (DLR) for high school teachers. Other DLR platforms within this research functioned as the support platforms, i.e. Zoom, YouTube, Google, and others favored by the subjects to support their learning process. However, the main support platform Zoom was used as the platform for assessing the subjects' speaking performances.

This accelerated research is descriptive-qualitative interpretive and digital creative. The research employed a pre-survey before the subjects' interactions or communication through the WhatsApp platform, and a post-survey after the subjects' interactions or communication through the WhatsApp platform. Both pre-survey and post-survey consisted of questionnaires with 5W 1H aspects to reveal the subjects' perception and motivation. Both the pre- and post-surveys were carried out through google-form questionnaires with a 5-minute time for each survey, including a free-writing test on the subjects' fluency and accuracy. The interactions or communication through the WhatsApp platform were carried out every day for 100 days, relatively up to the subjects to respond daily, at the times most convenient to them. Within the 100-day duration, the subjects' speaking performances were assessed on Day 31 for Speaking 1, on Day 61 for Speaking 2, and on Day 91 for Speaking 3. The problems that were raised in this research are as follows:

RQ1: What is the initial result of the research on the subjects' perception, motivation, and writing skills before their interactions or communication through the WhatsApp platform as the main digital learning resource?

RQ2: How is the research process elaborated for accelerating the subjects' English skills through the WhatsApp platform as the main digital learning resource?

RQ3: What is the final result of the research on the subjects' perception, motivation, and writing skills after their interactions or communication through the WhatsApp platform as the main digital learning resource?

RQ4: How is the overall picture of the acceleration research on the subjects' perception, motivation, and English skills based on the results of the pre-survey, the WhatsApp interactions or communication, and the post-survey in line with the DLR research in the world?

In short, the methodology of research can be briefly shown in Table 1.

Table 1. Methodology of the research (previously proposed by Jumanto, Asmarani, and Oemiati, 2022: 7)

Orientation		Research Activities by participants are conducted			Result and Report	
Pre-Survey preparation	Pre-Survey aspects elaborated: perception and motivation, and writing test	Interactions and Communication within Digital Learning Resources (DLR): (1) WhatsApp as the Main Platform, and (2) Other Platforms: Zoom, YouTube, et cetera (favored by the participants)			Post-Survey preparation and Post-Survey aspects elaborated: perception and motivation, and writing test	Pre-Survey and Post-Survey Results Analysis: perception and motivation, and writing test
Observation and Visit to the School Teachers as Research Subjects	Online Pre-Survey launching: perception and motivation, and writing test	The researcher is involved in the interactions or communication and is encouraging the process within WhatsApp	The researcher is taking notes and taking screen-shots of the interactions or communication on a daily regular basis	The researcher is taking notes and taking screen-shots of the participants' performances within Zoom Platforms	Post-Survey launching: perception and motivation, and writing test	The Whole Research Results Reported: Conclusions and Recommendation
Online and Offline		Online (Interaction or Communication within WhatsApp Platforms in 100 days)			Online and Offline	

This study is aimed at improving English language skills through WhatsApp interactions or communication by high school teachers based on WhatsApp as the main platform of digital learning sources (DLR). The results of this study are expected to be a pilot project that can be applied to other school teachers or be applicable in a wider scope of research.

Results and Discussion

WhatsApp as the main DLR platform for the English language skills acceleration program for senior-high-school teachers.

The Pre-Survey Result of the Research

The pre-survey questionnaires as well as its result on subjects' perception and motivation on WhatsApp as the main DLR platform for the acceleration program can be seen in Table 1, Table 2, and Table 3 respectively.

Table 2. Pre-survey questionnaires on the subjects' perception

No.	ASPECTS	QUESTIONS	RESPONSES		
			NO	IN DOUBT	YES
1	WHAT	I have already known about WhatsApp as part of Digital learning Resources (DLR).			
2	WHO	I have already known that I can learn English digitally or virtually with my colleagues.			
3	WHERE	I have already known that I can learn English through the WhatsApp platform as a digital learning resource.			
4	WHEN	I have already known about the timing or when to learn English through the WhatsApp platform.			
5	WHY	I have already known about the benefits of learning English through the WhatsApp platform.			
6	HOW	I have already known about the ways of learning English through the WhatsApp platform.			

Table 3. Pre-survey questionnaires on the subjects' motivation

No.	ASPECTS	QUESTIONS	RESPONSES		
			NO	IN DOUBT	YES
1	WHAT	I have been interested before in WhatsApp as part of Digital learning Resources (DLR).			
2	WHO	I have been interested before in learning English digitally or virtually with my colleagues.			
3	WHERE	I have been interested before in learning English through the WhatsApp platform as a digital learning resource.			
4	WHEN	I have been interested before in the timing or when to learn English through the WhatsApp platform.			
5	WHY	I have been interested before in the benefits of learning English through the WhatsApp platform.			
6	HOW	I have been interested before in the ways of learning English through the WhatsApp platform.			

The pre-survey on perception, as we can see, involves the aspects of communication, i. e. 5W 1-H, or What, Who, Where, When, Why, and How. With the 30 research subjects, we can see that the potential responses are 180 which include three categories of responses, i. e. NO, IN DOUBT, YES. The response NO means that the subjects DO NOT know all the six aspects of DLR as media for learning English, the response IN DOUBT means that they are not very sure, and the response YES means that the subjects KNOW all the six aspects of DLR as media for learning English. The result of the pre-survey on the subjects' perception before the WhatsApp interactions or communication can be seen in Table 4.

Meanwhile, the pre-survey on motivation, as we can see, also involves the aspects of communication, i.e. 5W 1-H, or What, Who, Where, When, Why, and How. With the same 30 research subjects, we can also see that the potential responses are 180 which include three categories of responses, i. e. NO, IN DOUBT, YES. The response NO means that the subjects DO NOT have interests in all the six aspects of DLR as media for learning English, the response IN DOUBT means that they are in doubt about their interests in DLR as media for learning English, and the response YES means that the subjects INCREASE interests in all the six aspects of DLR as media for learning English. The result of the pre-survey on the subjects' motivation before the WhatsApp interactions or communication can be seen in Table 4.

Table 4. Pre-survey result on the subjects' perception and motivation before the WhatsApp interactions or communication

Aspects Noted	Perception			Motivation		
	No	In Doubt	Yes	No	In Doubt	Yes
Actual responses	76	19	85	50	35	95
Potential responses	180			180		
Percentage (%)	42.22	10.56	47.22	27.78	19.44	52.78

From the data in Table 4, out all the potential 180 responses, we can see that the pre-survey on perception shows that 42.22% of the subjects do not know DLR as media for learning English, 10.56% of the subjects are in doubt about DLR as media for learning English, and the 47.22% of the subjects know DLR as media for learning English.
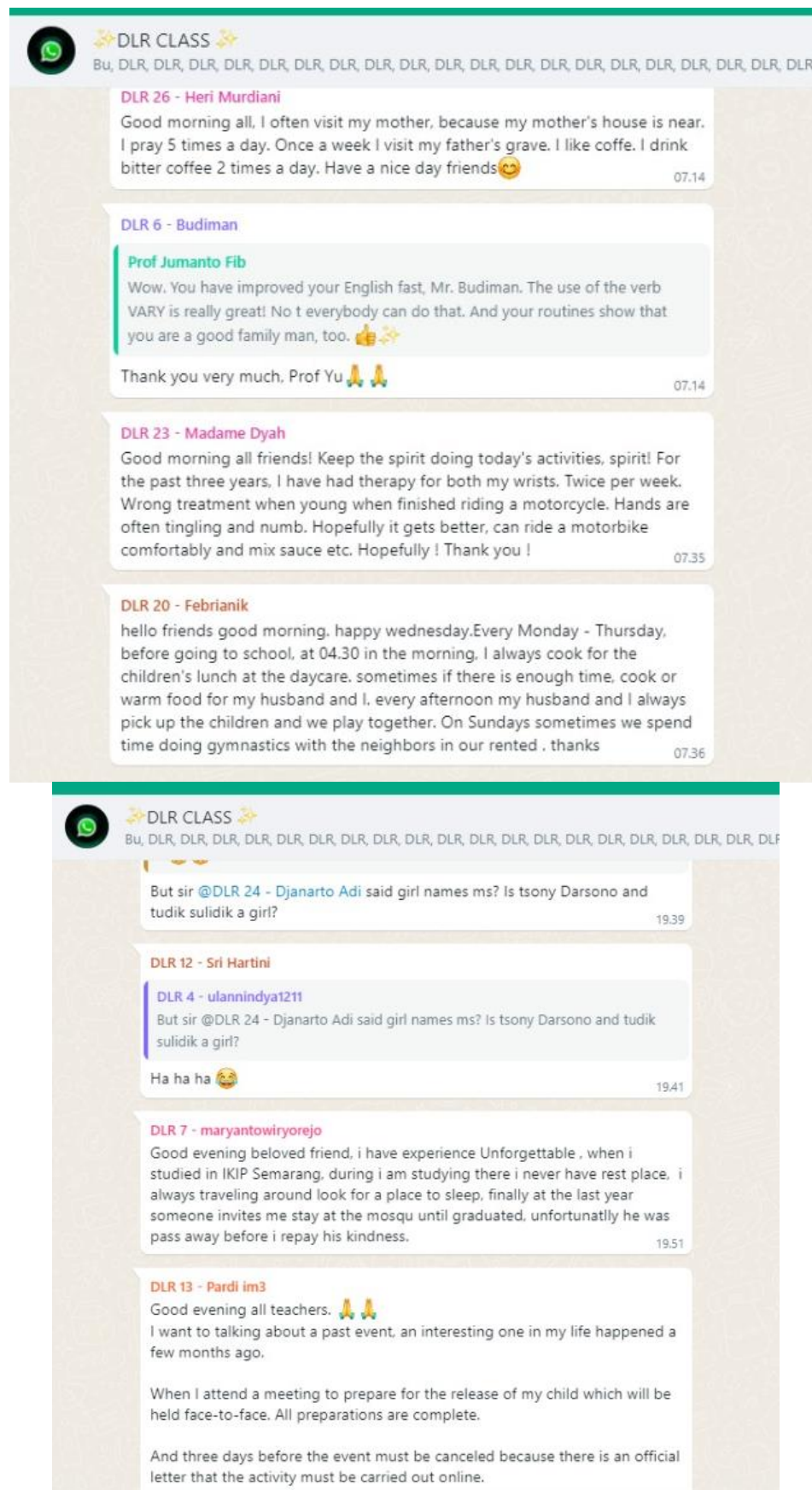
Meanwhile, also from the data in Table 4, out all the potential 180 responses, we can also see that the pre-survey on motivation shows that 27.78% of the subjects do not know DLR as motivation for learning English, 19.54% of the subjects are in doubt about their interests in DLR as motivation for learning English, and the 52.78% of the subjects increase their interests in DLR as motivation for learning English.

Along with the 5-minute pre-survey on subjects' perception and motivation, a free writing test was also given to all the 30 subjects, the results of which would be dealt with in the overall picture of the research results later, together with the result of the 5-minute post-survey.

Interactions or Communication through WhatsApp as the Main DLR for the Acceleration Program

An overview of the implementation of English language skills acceleration program is given here in form of interactions or communication in WhatsApp as the main DLR platform. The interactions or written communication were conducted in the WhatsApp platform for 100

days, with the subjects freely chose when and how to respond entirely in English. Samples of the interactions or WhatsApp communication can be seen in the sample pictures in Figure 1.

Figure 1: Samples of written interactions or communication through the WhatsApp platform as the main digital learning resource

The written communication material for the 100-day interactions or communication was selected in such a way to avoid boredom and to enhance writing creativity, the topics of which can be seen in Figure 2.

WHATSAPP AS THE MAIN DLR PLATFORM FOR THE ENGLISH LANGUAGE SKILLS ACCELERATION PROGRAM FOR SENIOR-HIGH-SCHOOL TEACHERS

LIST OF TOPICS

Day-N	Day	Date	Note/Topic
ORIENTATION			
PRE-SURVEY			
01	Kamis	19-Mei-2022	Introducing yourself
02	Jum'at	20-Mei-2022	Introducing someone
03	Sabtu	21-Mei-2022	Checking information
04	Minggu	22-Mei-2022	Exchanging personal information
05	Senin	23-Mei-2022	Saying Hello and Goodbye
06	Selasa	24-Mei-2022	Describing work and school
07	Rabu	25-Mei-2022	Asking for and giving opinions
BULAN-01 / MINGGU-01			
08	Kamis	26-Mei-2022	Describing daily schedules
09	Jum'at	27-Mei-2022	Talking about prices
10	Sabtu	28-Mei-2022	Giving opinions
11	Minggu	29-Mei-2022	Discussing preferences
12	Senin	30-Mei-2022	Making comparisons
13	Selasa	31-Mei-2022	Buying and selling things
14	Rabu	01-Jun-2022	Talking about likes and dislikes
BULAN-01 / MINGGU-02			
15	Kamis	02-Jun-2022	Giving opinions
16	Jum'at	03-Jun-2022	Making invitations and excuses
17	Sabtu	04-Jun-2022	Talking about families and family members
18	Minggu	05-Jun-2022	Exchanging information about the present
19	Senin	06-Jun-2022	Describing family life
20	Selasa	07-Jun-2022	Asking about and describing routines and exercise
21	Rabu	08-Jun-2022	Talking about frequency
BULAN-01 / MINGGU-03			
22	Kamis	09-Jun-2022	Discussing sports and athletes
23	Jum'at	10-Jun-2022	Talking about abilities
24	Sabtu	11-Jun-2022	Talking about past events
25	Minggu	12-Jun-2022	Giving opinions about past experiences
26	Senin	13-Jun-2022	Talking about vacations
27	Selasa	14-Jun-2022	Asking about and describing locations of places
28	Rabu	15-Jun-2022	Asking about and describing neighborhoods
BULAN-01 / MINGGU-04			
29	Kamis	16-Jun-2022	Asking about quantities
30	Jum'at	17-Jun-2022	Asking about and describing people's appearance
31	Sabtu	18-Jun-2022	SPEAKING-1
32	Minggu	19-Jun-2022	Identifying people
33	Senin	20-Jun-2022	Describing past experiences
34	Selasa	21-Jun-2022	Exchanging information about past experiences and events
35	Rabu	22-Jun-2022	Asking about and describing cities

			BULAN-02 / MINGGU-05
36	Kamis	23-Jun-2022	Asking for and giving suggestions
37	Jum'at	24-Jun-2022	Talking about travel and tourism
38	Sabtu	25-Jun-2022	Talking about health problems
39	Minggu	26-Jun-2022	Asking for and giving advice
40	Senin	27-Jun-2022	Making requests
41	Selasa	28-Jun-2022	Asking for and giving suggestions
42	Rabu	29-Jun-2022	Expressing likes and dislikes
			BULAN-02 / MINGGU-06
43	Kamis	30-Jun-2022	Agreeing and disagreeing
44	Jum'at	01-Juli-2022	Ordering a meal
45	Sabtu	02-Juli-2022	Describing countries
46	Minggu	03-Juli-2022	Making comparisons
47	Senin	04-Juli-2022	Expressing opinions
48	Selasa	05-Juli-2022	Talking about distances and measurements
49	Rabu	06-Juli-2022	Talking about plans
			BULAN-02 / MINGGU-07
50	Kamis	07-Juli-2022	Making invitations
51	Jum'at	08-Juli-2022	Accepting and refusing invitations
52	Sabtu	09-Juli-2022	Giving reasons
53	Minggu	10-Juli-2022	Taking and leaving messages
54	Senin	11-Juli-2022	Exchanging personal information
55	Selasa	12-Juli-2022	Describing changes
56	Rabu	13-Juli-2022	Talking about plans for the future
			BULAN-02 / MINGGU-08
57	Kamis	14-Juli-2022	Remembering your childhood
58	Jum'at	15-Juli-2022	Asking about someone's childhood
59	Sabtu	16-Juli-2022	Talking about transportation and transportation problems
60	Minggu	17-Juli-2022	Evaluating city services
61	Senin	18-Juli-2022	SPEAKING-2
62	Selasa	19-Juli-2022	Describing positive and negative features
63	Rabu	20-Juli-2022	Talking about lifestyle changes
			BULAN-03 / MINGGU-09
64	Kamis	21-Juli-2022	Expressing wishes
65	Jum'at	22-Juli-2022	Talking about food and a favorite snack
66	Sabtu	23-Juli-2022	Giving step-by-step instructions
67	Minggu	24-Juli-2022	Describing vacation plans
68	Senin	25-Juli-2022	Giving travel advice
69	Selasa	26-Juli-2022	Making, agreeing to, and refusing requests
70	Rabu	27-Juli-2022	Complaining, apologizing, and giving excuses
			BULAN-03 / MINGGU-10
71	Kamis	28-Juli-2022	Describing technology
72	Jum'at	29-Juli-2022	Giving instructions
73	Sabtu	30-Juli-2022	Giving suggestions
74	Minggu	31-Juli-2022	Describing holidays, festivals, customs, and special events
75	Senin	01-Agu-2022	Talking about change
76	Selasa	02-Agu-2022	Comparing time periods
77	Rabu	03-Agu-2022	Describing possible consequences
			BULAN-03 / MINGGU-11
78	Kamis	04-Agu-2022	Describing abilities and skills
79	Jum'at	05-Agu-2022	Talking about job preferences

80	Sabtu	06-Agu-2022	Describing personality traits
81	Minggu	07-Agu-2022	Talking about landmarks and monuments
82	Senin	08-Agu-2022	Describing countries
83	Selasa	09-Agu-2022	Discussing facts
84	Rabu	10-Agu-2022	Describing recent past events and experiences
			BULAN-03 / MINGGU-12
85	Kamis	11-Agu-2022	Discussing someone's activities lately
86	Jum'at	12-Agu-2022	Describing movies and books
87	Sabtu	13-Agu-2022	Talking about actors and actresses
88	Minggu	14-Agu-2022	Asking for and giving reactions and opinions
89	Senin	15-Agu-2022	Interpreting body language
90	Selasa	16-Agu-2022	Explaining gestures and meanings
91	Rabu	17-Agu-2022	SPEAKING-3
			BULAN-04 / MINGGU-13
92	Kamis	18-Agu-2022	Describing acceptable and prohibited behavior in different situations
93	Jum'at	19-Agu-2022	Asking about signs and their meaning
94	Sabtu	20-Agu-2022	Speculating about past and future events
95	Minggu	21-Agu-2022	Describing a predicament
96	Senin	22-Agu-2022	Reporting what people said
97	Selasa	23-Agu-2022	Making polite requests
98	Rabu	24-Agu-2022	Making invitations and excuses
			BULAN-04 / MINGGU-14
99	Kamis	25-Agu-2022	Talking about something
100	Jum'at	26-Agu-2022	Talking about anything
		POST-SURVEY	
		CLOSING	

Figure 2. The Topics elaborated for WhatsApp interactions or communication (Adopted and Adapted from Richards, Hull, & Proctor, 1991-1993)

Meanwhile, another overview of the implementation of English language skills acceleration program is also given here in form of speaking performances in the Zoom platform, as the support platform in this research. There were 3 speaking performances, which were respectively conducted on Day-31, Day-61, and Day-91 during the 100 days of written interactions or communication within the WhatsApp platform. A glance of the process of conducting the speaking performances by all the 30 subjects can be seen the sample pictures in Figure 3.
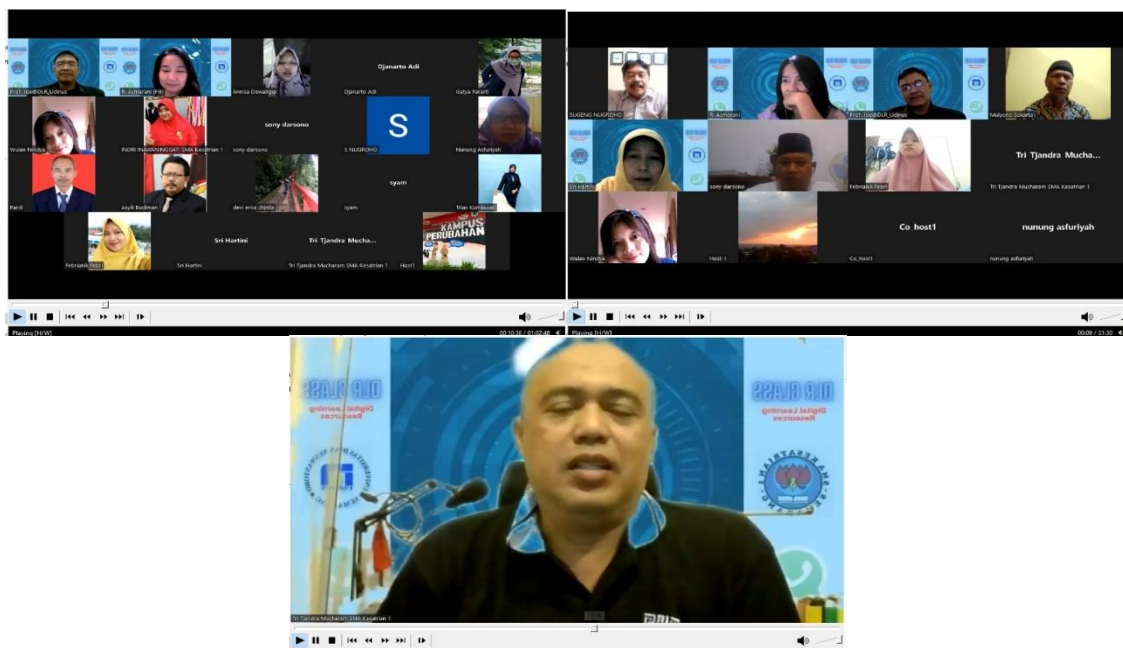

Figure 3. Samples of speaking performances through zoom meeting as the support platform of the research

Within the sample pictures in Figure 2, we can see and imagine that all the subjects were present during the sessions, doing the same activities toward one another, i. e. listening to a participant speaking English one by one in a 3-minute time, and they also one by one performed the speaking activity with the same time duration. The one participant in the zoom or being highlighted was an example of this speaking performance. The overall results of participants or subjects' performances can be observed in Table 5.

Table 5. The subjects' speaking performances in the Zoom platform within 100 days of WhatsApp interactions

Aspects Noted	Speaking-1			Speaking-2			Speaking-3		
	Not Fluent	In Doubt	Fluent	Not Fluent	In Doubt	Fluent	Not Fluent	In Doubt	Fluent
Performances	0	15	15	0	19	11	0	15	15
Subjects	30			30			30		
Percentage (%)	0	50	50	0	63.33	36.67	0	50	50

The Post-Survey Result of the Research

The post-survey questionnaires as well as its result on subjects' perception and motivation on WhatsApp as the main DLR platform for the acceleration program can be seen in Table 6, Table 7, and Table 8, respectively.

Table 6. Post-survey questionnaires on the subjects' perception

No.	ASPECTS	QUESTIONS	RESPONSES		
			NO	IN DOUBT	YES
1	WHAT	Upon the WhatsApp interactions or communication, I have known for sure about WhatsApp as part of Digital learning Resources (DLR).			
2	WHO	Upon the WhatsApp interactions or communication, I have known for sure that I can learn English digitally or virtually with my colleagues.			
3	WHERE	Upon the WhatsApp interactions or communication, I have known for sure that I can learn English through the WhatsApp platform as a digital learning resource.			
4	WHEN	Upon the WhatsApp interactions or communication, I have known for sure about the timing or when to learn English through the WhatsApp platform.			
5	WHY	Upon the WhatsApp interactions or communication, I have known for sure about the benefits of learning English through the WhatsApp platform.			
6	HOW	Upon the WhatsApp interactions or communication, I have known for sure about the ways of learning English through the WhatsApp platform.			

Table 7. Post-survey questionnaires on the subjects' motivation

No.	ASPECTS	QUESTIONS	RESPONSES		
			NO	IN DOUBT	YES
1	WHAT	Upon the WhatsApp interactions or communication, I have increased my interest in WhatsApp as part of Digital learning Resources (DLR).			
2	WHO	Upon the WhatsApp interactions or communication, I have increased my interest in learning English digitally or virtually with my colleagues.			
3	WHERE	Upon the WhatsApp interactions or communication, I have increased my interest in learning English through the WhatsApp platform as a digital learning resource.			
4	WHEN	Upon the WhatsApp interactions or communication, I have increased my interest in the timing or when to learn English through the WhatsApp platform.			
5	WHY	Upon the WhatsApp interactions or communication, I have increased my interest in the benefits of learning English through the WhatsApp platform.			
6	HOW	Upon the WhatsApp interactions or communication, I have increased my interest in the ways of learning English through the WhatsApp platform.			

The post-survey on perception, as we can see in Table 6, just like the pre-survey, involves the aspects of communication, i.e. 5W 1-H, or What, Who, Where, When, Why, and How. With the 30 research subjects, we can see that the potential responses are 180 which also include three categories of responses, i.e. NO, IN DOUBT, YES. The response NO means that after all the WhatsApp interactions or communication, the subjects DO NOT feel sure about all the six aspects of DLR as media for learning English, the response IN DOUBT means that within the same context, they are in doubt about DLR as media for learning English, and the response YES means that the subjects KNOW for sure about all the six aspects of DLR as media for learning English.

Meanwhile, the post-survey on motivation, as we can see in Table 7, also involves the aspects of communication, i.e. 5W 1-H, or What, Who, Where, When, Why, and How. With the same 30 research subjects, we can also see that the potential responses are 180 which include three categories of responses, i.e. NO, IN DOUBT, YES. The response NO means that after all the WhatsApp interactions or communication, the subjects DO NOT increase their interests in all the six aspects of DLR as media for learning English, the response IN DOUBT means that within the same context, they are in doubt about their interests, and the response YES means that the subjects increase their interests in all the six aspects of DLR as media for learning English. The result of the post-survey on the subjects' motivation upon the WhatsApp interactions or communication can be seen in Table 8.

Table 8. Post-survey result on subjects' perception and motivation upon the WhatsApp interactions or communication

Aspects Noted	Perception			Motivation		
	No	In Doubt	Yes	No	In Doubt	Yes
Actual responses	21	24	135	24	30	126
Potential responses	180			180		
Percentage (%)	11.67	13.33	75.00	13.33	16.67	70.00

From the data in Table 8, out of all the potential 180 responses, we can see that the post-survey on perception upon the WhatsApp interactions or communication shows that 11.67% of the subjects do not feel sure about DLR as media for learning English, 13.33% of the subjects are in doubt about DLR as media for learning English, and the 75.00% of the subjects know for sure about DLR as media for learning English.

Meanwhile, also from the data in Table 8, out of all the potential 180 responses, we can also see that the post-survey on motivation shows that 13.33% of the subjects do not increase their interests in DLR as motivation for learning English, 16.67% of the subjects are in doubt about their interests in DLR as motivation for learning English, and the 70.00% of the subjects increase their interests in DLR as motivation for learning English.

Along with the 5-minute post-survey on subjects' perception and motivation, a free writing test was also given to all the 30 subjects, the results of which would be dealt with in the overall picture of the research results later, together with the result of the 5-minute pre-survey.

The Overall Picture of Results of the Research
The Different Results of Pre-Survey and Post-Survey on Perception and Motivation
The different results of the pre-survey and post-survey on perception as can be seen in Table 4 and Table 8 show that there is a significant decrease from 42.22% to 11.67%, a little increase from 10.56% to 13.33%, and a significant increase from 47.22% to 75.00%. This means that upon the WhatsApp interactions or communication, much fewer subjects do not know about DLR as media for learning English, a little bit more subjects are in doubt about DLR as media for learning English, and far more subjects know for sure about DLR as media for learning English.

Meanwhile, the different results of the pre-survey and post-survey on motivation as also can be seen in Table 4 and Table 8 show that there is a significant decrease from 27.78% to 13.33%, a little decrease from 19.54% to 16.67%, and a significant increase from 52.78% to 70.00%. This means that upon the WhatsApp interactions or communication, much fewer subjects do not increase their interests in DLR as motivation for learning English, fewer subjects are in doubt about their interests in DLR as motivation for learning English, and far more subjects increase their interests in DLR as motivation for learning English.

The Different Results of Pre-Survey and Post-Survey on Writing Skills
The different results of the pre-survey and post-survey on writing skills can be observed in Table 9. The first test on free writing skill was conducted along with the 5-minute pre-survey on perception and motivation, while the second free writing skill was conducted along with the 5-minute post-survey on perception and motivation.

Table 9. The Different Results of Pre-Survey and Post-Survey on Writing Skills

Aspects Noted	Fluency			Accuracy		
	Word Counts	Subjects	Average Word Counts	Mistakes	Subjects	Average Mistakes
Pre-Survey	603	30	20.10	169.76	30	5.66
Post-Survey	1858	30	61.93	301.28	30	10.04
	Difference (%)		41.83	Difference (%)		4.38
	Acceleration (%)		208.10	Acceleration (%)		177.38

The writing tests measure the subjects' skill on fluency as well as accuracy of their writing performances. The fluency of the subjects' skill in writing was measured by their word counts performed within the time-limited surveys, while the accuracy of the subjects' skill in writing was measured by counting their grammatical mistakes through *Grammarly* checks and the researchers' auto-expert judgments. To come to the proportion (or percentage) of grammatical mistakes, one subject's grammatical mistakes was compared to their individual word counts. All the subjects' grammatical mistakes then formed the group's proportion (or percentage) of the grammatical accuracy.

The different results of pre-survey and post-survey on the subjects' writing skills show that there is a significant increase on the subjects' writing fluency from 20.10% to 61.93%, or a difference in 41.83%. The acceleration that occurs is more than two times (208.10%) as much as the subjects' initial writing skills. The overall initial word counts have increased significantly from 603 to 1858.

Meanwhile, about the subjects' accuracy in their writing performances, the different results of pre-survey and post-survey show that there is a little increase on the subjects' writing skills from 5.66% to 10.04%, or a difference in 4.38%. The acceleration that happens is almost two times (177.38%) as much as the subjects' initial writing skills. The overall initial mistakes have increased significantly from 169.76% to 301.28%.

The Different Results of the Subjects' Speaking Performances

Along with the 100-day WhatsApp interactions or communication, the subjects' speaking performances were examined on Day-31 for Speaking 1, on Day 61 for Speaking 2, and on Day 91 for Speaking 3 on the Zoom platform. The different results of the subjects' performances on Speaking 1, Speaking 2, and Speaking 3 can be seen in Table 10. The assessment on the subjects' speaking performances was done by the researchers' auto-expert judgments based on their fluency and accuracy within a 3-minute time for each subject or participant. The performances were then classified into 3 categories: (1) Not fluent, (2) In doubt, and (3) Fluent. NOT FLUENT indicates that the subject performed speaking with too many pauses or stops and with relatively lots of grammatical mistakes. IN DOUBT indicates that the subject performed speaking with many pauses or stops and with relatively some grammatical mistakes. Meanwhile, FLUENT indicates that the subject performed speaking with relatively few or no pauses or stops and with relatively few or no grammatical mistakes. The average results of assessment by the researchers on the subjects' speaking performances can be observed in Table 10.

Table 10. The Different Results of the Subjects' Speaking Performances

Aspects Noted	Speaking-1			Speaking-2			Speaking-3		
	Not Fluent	In Doubt	Fluent	Not Fluent	In Doubt	Fluent	Not Fluent	In Doubt	Fluent
Performances	0	15	15	0	19	11	0	15	15
Subjects	30			30			30		
Percentage (%)	0	50	50	0	63.33	36.67	0	50	50

As can be seen in Table 10, the subjects' performances in Speaking 1 show that 50% of the subjects' performances are in doubt, and the other 50% of the subjects' performances are fluent. The subjects' performances in Speaking 2 show that 63.33% of the subjects' performances are in doubt, and 36.67% of the subjects' performances are fluent. Meanwhile, the subjects' performances in Speaking 3 show that 50% of the subjects' performances are in doubt, and the other 50% of the subjects' performances are fluent, relatively the same as the subjects' performances in Speaking 1. This fact is probably interesting, the discussion of which will be dealt with in the following session of this paper.

Upon the WhatsApp interactions or communication, we can learn about the subjects' perception change that much fewer subjects do not know about DLR as media for learning English, a little bit more subjects are in doubt about DLR as media for learning English, and far more subjects know for sure about DLR as media for learning English. Perception of subjects in this case has increased as they have experienced the learning process. This is in line with research that DLR can be the means of learning (Chhabra, 2012; Ghani, 2015), the effectiveness of online learning (Al-Maqtri, 2014; Jabeen & Thomas, 2015; Rodrigues & Vethamani, 2015; Kuama & Intharaksa), and online learning as a strategy (Cai, 2012; Sari, 2020; Ariffin, Halim, & Darus, 2021).

Meanwhile, the different results of motivation, WhatsApp interactions or communication have shown the effect that fewer subjects do not increase their interests in DLR as motivation for learning English, fewer subjects are in doubt about their interests in DLR as motivation for learning English, and far more subjects increase their interests in DLR as motivation for learning English. As interests increase, we can assume that the subjects' motivation also increases. This increase may have to do with the positive effects of online learning which in time increases the learning motivation. This is in line with previous research on strategies for online learning within English teaching by Cai (2012), Sari (2020), and Ariffin, Halim, and Darus (2021). Cai (2012) contended that advantages could be gained by the subjects as the teaching could be done efficiently. Sari (2020) involved the web, the email, audio and video conferences, as well as grouping and texting within the interactions, to increase motivation. Ariffin, Halim, and Darus (2021) argued that new learning modes experienced by the subjects gave positive effects on students' adjusted learning strategies.

Furthermore, the writing tests measure the subjects' skill on fluency as well as accuracy of their writing performances. The different results of the subjects' writing skills show that there is a significant increase on the subjects' writing fluency, more than two times as much as the subjects' initial writing skills. The overall initial word counts have increased significantly. Meanwhile, about the subjects' accuracy in their writing performances, the different results also show that there is a little increase on the subjects' writing skills, almost two times as much as the subjects' initial writing skills. The overall initial mistakes have also increased significantly. This research shows that online learning is more effective in accelerating the fluency of the subjects' writing skills, but not the accuracy of the subjects' writing skills, as grammar was not taught or guided within this acceleration program. This is

probably in line with previous research about effectiveness of online learning (Al-Maqtri, 2014; Jabeen & Thomas, 2015; Rodrigues & Vethamani, 2015; Kuama & Intharaksa), online learning strategy (Cai, 2012; Sari, 2020; Ariffin, Halim, & Darus, 2021), the perspective of the learners' (Naz, Rasheed, & Rasheed, 2019; Coman et al., 2020), styles of learning (Berlianda & Andriani, 2020), readiness of the learners (Kuama & Intharaksa, 2016; Mehran et al., 2017), and the roles of teachers (Lie, 2020).

Chhabra (2012) researched on tools of online learning for teaching English, and Binti A. Ghani (2015) studied the Facebook platform and its benefits for English teaching. The effectiveness of online language learning was also investigated by Al Maqtri (2014) and Jabeen and Thomas (2015) investigated the effectiveness of online language learning, and they came to different results. Rodrigues and Vethamani (2015) studied the development in speaking skills online. Meanwhile, Kuama and Intharaksa (2016) also studied the suitability of online learning for students learning English.

Last but not least, along with the 100-day WhatsApp interactions or communication, the subjects' speaking performances were examined on Day-31 for Speaking 1, on Day 61 for Speaking 2, and on Day 91 for Speaking 3 on the Zoom platform. The different results of the subjects' performances on the three times of Speaking show that the subjects' performances are in doubt and fluent in Speaking 1, and the subjects' performances more in doubt than fluent in Speaking 2, and the subjects' performances are back in doubt and fluent in Speaking 3. This is probably understandable, as speaking performances were not accelerated in the research, but the students' performances were taken along with the 100-day written interactions and communication. This research is probably different from the research by Rodrigues and Vethamani (2015) which studied the development in speaking skills online. Strategies for learning speaking should probably be elaborated like previous research by Naz, Rasheed, and Rasheed (2019) about the learners' viewpoints on smartphones and Coman et al. (2020) about the students' viewpoints on universities' teaching-learning activities. The independence of learning English online through the internet can also be a strategy for speaking like the one by Islam (2011) about the English students' independent online learning, and Berlianda and Andriani (2020) about the students' learning styles when learning the speaking skill through online platforms.

Conclusion

WhatsApp is the main digital learning platform for accelerating the English language skills of senior-high-school teachers in this research which is interpretatively qualitative, descriptive, and digitally creative. Other platforms, that is Zoom, Google, and YouTube, are the support platforms up to the subjects to learn and prepare to encourage their performances. The research elaborates a pre-survey and a post-survey by using Google-form digital questionnaires. The questionnaires involves 5W and 1H aspects for researching the 30 subjects' perception and motivation for learning English through digital learning resources, especially WhatsApp. The 5-minute surveys were also equipped with a simple free-writing tests in both the pre-survey and the post-survey. Interactions or communication through WhatsApp were carried out by the researchers and the subjects for 100 days. During the 100-day interactions or communication, three speaking performances by the subjects were then examined on Day-31, Day-61, and Day-91. The data analysis employs the central tendency interpretation and the proportion analysis in form of percentages. The overall picture of the research finding is that the subjects' English performances increase in the writing skill fluency, i. e. the quantity of words or word counts in the post-survey rises significantly more than that in the pre-survey. However, the quality or the accuracy of the writing skill decreases along with the increase of the subjects' word counts. Meanwhile, the speaking performances by the subjects within the Zoom meetings do not show a significant difference. This research

model as well as its results may be open for verification or further follow-up research by alternating the duration of research or by increasing the number of speaking performances during the main interactions or communication through the WhatsApp platform. Next researchers are encouraged to focus on the advantages of this research model, and to develop the model to its most significant extent for the sake of the subjects' better performances in their writing skills as well as their speaking skills, in both aspects of fluency and accuracy.

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