

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of these studies to answer research questions. This study discusses student responses in learning English online using WhatsApp. Researchers will be presented in the form of descriptions, based on data that has been obtained both in this study through interview techniques conducted by researchers for 2 months.

4.1. Findings

To find out the responses of students learning English of the WhatsApp, researcher used interview technique. Researchers conducted research and obtained complete data from all research instruments including interviews and observations. To achieve the research objectives, researchers analyzed data accurately and accurately.

The data findings were obtained through the WhatsApp online class group, observation in the form of a checklist and interviews based on a qualitative descriptive research design at MtsN Tamiang. Data collection was conducted from 15 August 2020 to 20 October 2020. Observations were made by entering the online WhatsApp group class.

The data are presented in two parts. Some of data came from observation and interviews. The data also answer the problem formulation, about students responses toward the use of WhatsApp as substitute of offline class in learning english. Specially the researcher demonstrated the findings by providing sample

extracts for each stage in the class : next, the extract were presented for various activities.

Interviews were conducted using a purposive technique to 10 students (VII) conducted at MtsN Tamiang Layang. Resource persons who were successfully interviewed intensively used the names of ZN, KH, PMP, SR, MN, HS, LR, RS, RLA and MA as students.

Interview with the resource person with ZN, KH, PMP was held on Thursday, September 17 2020, the resource person with the initials SR, MN, and HS was held on Friday, September 18 2020; resource persons with the initials LR, RS, RLA and MA were held on Saturday 19 September 2020.

Data not revealed through interviews were supplemented by data from direct participatory observation conducted over the time period from August to October. To strengthen the substance of the data from interviews and observations, a search for existing documents and archives was carried out.

A. Response students use the whatsapp of online class in learning English

To know students response the use of whatsapp of offline class in learning english, researchers used interview techniques. The interview was also conducted on 10 informants who choose by the researcher based on the survey sheet. The informants were interviewed one by one. This interview was conducted on Thursday 17 september 2020, Friday 18 september 2020 and Saturday 19 september 2020.

From interview, researchers found that every students have different response the use of whatsapp substitute of offline class in learning english.

First informant initial ZN that response the use of whatsapp class:

“ In my opinion,english is very fun, but there are also time i find it difficult because of my lack of ability in english lesson. the teacher gave us evaluation questions through video, pictures and voice notes. in the class group I often ask the teacher about material that I still don't understand. Also the problem when learning to use WhatsApp is that when it rains the signal fluctuates and I immediately go to the nearest wifi place because there the wifi signal is strong”

Next, informant initial KH, KH that response the use of whatsapp class :

“ very many,one of which is an introduction and family tree. Because the home learning system , we stick with whatsapp from video,image that help increase vocabulary. The drawback is that we confused about which webs to go to. The problem I experienced while studying in WhatsApp class was the signal and how to solve it I borrowed my father's cellphone because the signal on my father's cellphone was very strong.”

Next, informant initial PMP ,That response the use of whatsapp class :

“we are learning english since june 2020, a littl fun, about introduction.i still dont understand the material, if its a problem, maybe

when i want send an assignment there is dont have paket data. I love english class and i miss my friends. I also asked the teacher about the material I didn't understand. My problem was that if there was no data package, I could go to the place where the person selling wifi was so I could work on the questions the teacher gave me.”

Next, Friday 18 sept 2020 . Initial SR. She respon about whatsapp class :

“ About expression and family,i think english is very fun i like listen voice teacher through voice note. also the teacher can explain using video and the problem that I experienced, namely the signal fluctuates when it rains so I have to borrow my mother's cellphone or go to a wifi place.”

Initial MN, He respond about whatsapp class :

“learning about the vocabulary, litte difficult but i often translate english using google. I quite like english.almost 7 months we went to whatsapp school,the difficult is was that the lights when we out so the signal very slow.”

Next, initial HS.She respon about whatsapp class :

“ i like class online english.but i am sad because the signal is very difficult and unstable. The teacher provides material in the form of a video

containing the material you want to teach such as an introduction and I once asked the teacher if I did not understand the material the teacher was delivering, my problem was the signal and the simple and fast way, namely going to places where people sell wifi.”

Next Day ,Saturday 19 september 2020. Intial is LR. She respond about whatsapp class :

“ about introduction,its a little difficult but alhamdulillah i can do english question. I enjoy because i can find out material. The difficult thing is when the signal is not good. I can study english material online.”

Initial RS .he respond :

“ an awfullot, aboutthe family tree,introduction,month and more. My first impression of learning to use whatsapp was very unfamilliar,but over time i got enjoy it. We study for bout 5-6 month. There are difficulties, namely the signal is difficult when raining.i like english but i dont like english material.”

Next, initial RLA, she respond :

“ Many,example introductionn english,family, coverse. Its a litte bit difficult because i have to study at home ,its not like used go school and there are material that i dont understand. i little enjoyed. About 5 months of study.

There was time when i sent an answer again with the error file,so i start assignment again. I like english because ican watch the video materials.”

And the last ,initial MA. MA respond and he say :

“very many , example introductionmoon,family tree. Because ijst stuudy at home,i dont use it but gradually i got use it. I quite enjoy it. From july the school use whatsapp. Difficult is that the signal sometime break when its rain.”

B. The Interview Students response of whatsapp English Learning

Learning material

During this pandemic, everything is online. Education is not the expectation to get the impact of the pandemic. criteria for impacting a pandemic. Universities, schools and other courses has been operated by applications that support the teaching and learning process using the whatsapp application. In grade 7 (Seven) learning materials which was added by the teacher. It aims to prepare students for this new normal as well as virtual workshops and lessons, students hope Be well prepared for the virtual meeting. Not only for Getting Ready, but also students must know how to do these virtual things.

Lecturers use learning materials for many activities that have been carried out in the teaching and learning process. Because using learning materials can increase and increase communication possibilities between students, not only in the classroom, but also on a larger scale, around world. In this case the teacher uses Whatsapp as the main place and information center, where teachers and

students share learning materials, Videos, pictures, Voice Notes and other information. Whatsapp application makes it possible students to access digital material and use it to communicate with others students living in other areas and even provinces. Besides that teacher use the Whatsapp application to support the teaching process. In Whatsapp, Teachers and students can communicate more intensively because of this allows participants to view the learning material, also to listen to the voice of the teacher who sends the material.

The first meeting of the online class is an introduction, the teacher and students make an introduction to start the class. The teacher gives Voice Notes (VN) how to introduce themselves with a good intonation, then the teacher asks students to send voice notes to introduce themselves. In the teaching and learning process in grade 7 (Seven), teachers and students are very interactive and communicative. For certain discussion topics, the teacher gives time for students to share their thoughts on the topic, and the discussion goes well. The teacher also asks students if they have any questions about the lesson they learned, and some students kindly ask what they don't understand.

Making short notes about the learning material is also included in the activity. Students send voice notes to introduce themselves and express their feelings during this pandemic. They also explained their environmental conditions with an expression of the sound of water that Master had performed before.

In order for students to practice the learning material about introductions, the teacher asks 2 questions that must be answered through voice notes :

1. Please Introduce Yourself according to the sample mother through Voice Note!

ZN : “*Assalamualaikum, Hallo guys my name is ZN ,you can call me Z , i’m from Tauluh . Nice to meet you guys.*”

KH : “*Hallo 3x guys , my name is KH ,you can call me K or H , i’m from Matabu, i’m 12 years old, my hobby is play badminton , nice to meet you guys.*”

PMP : “ *Hallo, my name is PMP, you can call me P, thank you.*”

After all students have submitted voice notes, the teacher asks students to comment on their peers' voice notes. This can be a compliment or feedback to improve their friend's work. The teacher also gives students tips on how to deal with nervousness when speaking in public, such as adjusting, warming up, changing body language, and abdominal breathing. At the end of the lesson, the teacher will give an assignment by telling the students which of them has the best introduction. The English learning materials include introductions (for example: "*hello, my name is*"), time (for example: *08.00 = The time is eight o'clock*), Family tree (for example: *My name is Budi, my father's name. my name is Yanto, my mother's name is Siti*) And many more

Impression

The impression that is meant in this is how the impression was during learning English using WhatsApp during this pandemic. These are the impressions of some students while using whatsapp learning:

SR: *“ My Impression during learning English in my opinion is quite interesting, because this is my first time learning to use the whatsapp application. But to be honest, i prefer face to face rather than online because online learning, is a little less well understood of the material. ”*

MN : *“ It’s my first time learning online class, so i find it interesting.”*

RLA : *“My initial impression was difficult, maybe because i was not used to it. But a long time i enjoyeid.”*

HS : *“ In my opinion is very difficult, because in my opinion online explains the materials and the questions, if face to face at school we can understand more clearly what is taught by the teacher. ”*

And here are the students' impressions of learning to use WhatsApp during the pandemic.

Evaluation

evaluation in learning English that is used by the teacher is to use material that is adapted to the student's book. and here are the steps used by the teacher. :

1. Send a video containing an explanation filled with last minute material and questions.
2. The teacher will give a deadline for submitting assignments.
3. When the student has done the assignment, the student will immediately chat with the teacher privately so that the other students don't see the answers.
4. The teacher will self-correct while looking at the assignment book and while matching the answer whether it is right or wrong.

5. When teacher get the results of the student's score, the teacher will write the score in the student's absence.

That is how the teacher's evaluation does, if there is one student whose score is still blank or the answer that the student sent is damaged, the teacher will immediately contact the student to ask to send back the assignment they have collected.

Active Students'

In the student and teacher activity it starts when the teacher will send a material for the students. Also the teacher told the students to watch the material sent in the WhatsApp group first and be able to ask the teacher. The student asks the teacher which material does not understand and which pages. The teacher will explain via chat and if it's long you can use voice notes. And here are the activities carried out during the lesson when the teacher has sent the video material:

RS: *"Madam, I want to ask, In the fourth minute I don't understand why apples are added with the letter s, is it the same as singular or what?."*

Teacher: *"It's different, because in the video you explained because there are a lot of apples, so S is added, if only 1 apple and not more than just apple."*

RS: *"OK, I understand madam."*

MA: *"Mum, I want to ask, where are these assignments collected? For example, who don't have whatsapp how to send an assignment?."*

Teacher: *"Just gather on your mom's personal WhatsApp chat so that your answers don't look the same, and for those who don't have WhatsApp, you can just hand*

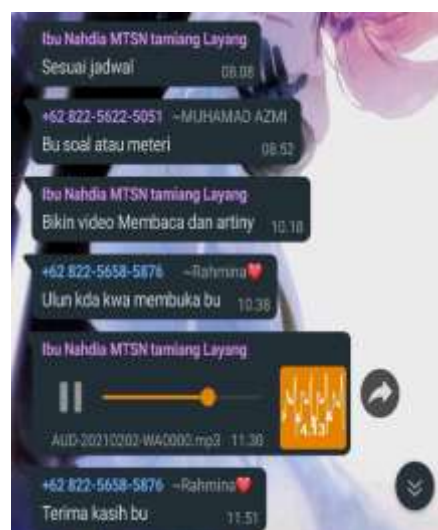
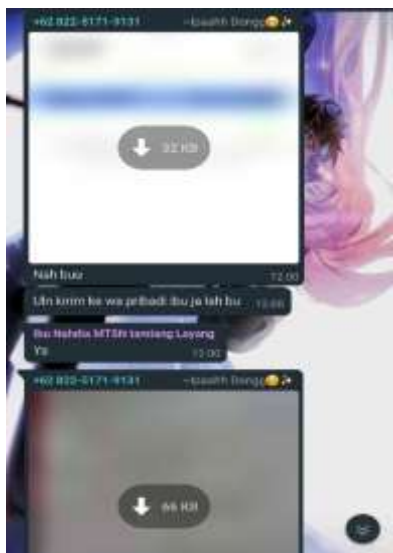
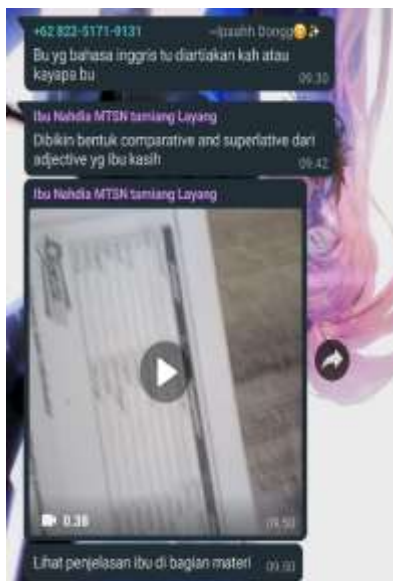
them over to school from morning to noon or you can join a friend's place to send assignments to Madam.”

MA : *“OK, mam, thankyou.”*

When the teacher has given the answer to the question they asked, the student does not ask again unless there is a material problem that does not seem so obvious.

Features

The features used in learning on whatsapp are using voice notes and using chat in the whatsapp group.



Problem during learning on Whatsapp and Solution

several 7th graders still have many shortcomings in using WhatsApp. One of them is the signal interference due to blackout and very heavy rain. And the student's solution if there is an incident of rain and blackout, the student will look for a family cellphone that has an internet signal / quota and there are also some students who will go to the place of the person selling wifi to be able to do the assignment given by the teacher and be able to immediately send the question the teacher.

In the features that I saw, the teacher can provide a video containing material and can also send voice notes containing the material being studied. If there is a video that is cut off or damaged, the teacher will provide a picture containing the material and while the teacher explains it using voice notes.

C. Benefit Students response of whatsapp english learning

Through online learning, students are invited to study independently both in finding material and in doing their own assignments. However, when online learning is carried out there are many benefits that students will get, namely:

1. Get new experiences
2. Be keen to read
3. Shorter learning time
4. Online learning can be done anywhere without having to come to school.
5. Can review lessons by recording material when online learning takes place.

To find out the student responses in learning English on WhatsApp, researchers used interview techniques. Interviews were also conducted with 10 informants selected by the researcher based on the survey sheet. Informants were interviewed one by one. This interview was conducted on Thursday, Friday and Saturday, September 2020.

From the interview, the researcher found several advantages of using whatsapp mobile to learn English. Researchers found that all informants believed that using mobile applications in learning English was very enjoyable. Because not only teachers provide material for the teaching and learning process, students also have the opportunity to search for material

on the internet. They can also share any material they find and share with their friends, such as learning link addresses, pictures, videos and others.

4 out of 10 people like and enjoy learning English using WhatsApp. because it can view images, videos, and files on WhatsApp directly. 6 out of 10 people like learning using whatsapp online a little. Because the material is still poorly understood Also signals are an obstacle for them. of the 10 informants, all are very comfortable like learning English using WhatsApp, and there are reasons for the drawbacks, namely the signal that fluctuates, rains, and blackouts.

4.2.DISCUSSION

According to (Little, 1991) as cited in (Cakici, 2015), language learning will greatly increase when students have control over the objectives and content of a study program. Social media WhatsApp is used by some teachers at Mtsn Tamiang Layang as a medium for learning information, especially on English subjects, for example by sending links in the form of reading or subject matter that has been studied or will be studied, WhatsApp is also a media to ask if students feel difficulties or confusion in doing assignments, as a medium for discussion with friends, responses or asking about assignments that have been given at school, as well as school information media, such as announcements, material to be studied or activities carried out at school.

Students, teachers, and schools know about the use of WhatsApp social media through the various available features. Most of the

students and teachers at Mtsn Tamiang Layang already have facilities that support the use of WhatsApp applications such as smartphones. The school also provides wifi facilities for teachers to access the internet for free in several corners of the school. However, students are not allowed to bring communication tools in the form of cellphones because it has become a rule at school. However, because the school was closed because of the PSBB, WhatsApp was used as a medium for online class learning at MtsN Tamiang layang.

WhatsApp features used in the world of education at Mtsn Tamiang Layang include group chat, photos, videos, voice messages, and documents. The Group Chat feature is used by teachers and students to share information or links in the form of English lessons, disseminate information announcements, ask questions and discuss. Group chats are also usually used by teachers to share teaching materials in the form of photos, videos and documents. Based on the description above, it can be understood that WhatsApp social media is useful for using online classes and makes it easier for students and teachers to exchange information.

Implementation of online learning is not always smooth and easy to do. Students also experience and face various obstacles when participating in online learning. Some of these obstacles include:

1. The signal is not very supportive, especially in the place of Tamiang Layang, this sometimes makes students late to follow online learning according to the time set by the teacher.

2. Internet quota is not always available to be used in online learning.

For example, when you want to download the material sent, sometimes it requires a lot of quotas

which is used especially if the downloaded file is in the form of a sound or video clip, which usually takes up more internet quota.

3. Weather that can change at any time can interfere with online learning, for example students have difficulty concentrating on following subject matter when there is heavy rain, lightning or storms.

4. Ineffective communication between individuals which allows misunderstanding in understanding the material presented by the teacher.

5. The network or internet connection is sometimes not always stable so that it hinders the smooth running of online learning that is taking place.

6. Lack of student understanding of the delivery of material that is not delivered directly (face to face).

7. Some cellphones owned by students do not support using applications that use a lot of data.

Bouhnik and Deshen (2014) have found that WhatsApp has contributed to academic benefits. Students can access the material at any

time. They are accompanied because there are teachers so that learning can be continued outside the classroom. Further advantages found in this study, the improvement of students' reading and listening skills and their application to English learning are in line with what Etim et. Al. (2016) in their research also found that the use of WhatsApp in English learning.

From the advantages presented, this research is very limited in several areas. First, only investigating the use of WhatsApp through student responses after experiencing English learning. Further studies are challenged to examine a wider area. The format and standard rules for engaging WhatsApp in learning should be further considered. In the end, the results of this study are expected to make other schools aware that smartphone applications can improve the environment and learning outcomes.

This online learning during the Covid-19 pandemic is an alternative solution for Mtsn Tamiang Layang. The Whatsapp application used in online learning allows teachers to upload materials to provide learning, discussion and assignments.

To support understanding in learning, students are expected to be able to read and study various media such as e-books, pictures, videos, school recordings, assignments, discussion forums, direct question and answer sessions and so on. Through applications that support the implementation of online learning, it can make it easier for students to understand lessons. For example, in learning English, Mtsn Tamiang

Layang, teachers prefer the WhatsApp application as a learning medium during online learning. The learning method in online learning uses the discussion method, the story or story method uses video, the lecture method uses voice notes and so on. students are guided to get to know various ways of teaching English through videos, pictures, stories, and so on. The use of the WhatsApp application for online learning is the best alternative for Mtsn Tamiang Layang Students in attending school.

During the observation and interview, I found several things, namely:

- **The material :** Suwarsih (2013) in his book Language Teaching Methodology on Curriculum 2013 reminds English teachers to be creative in finding various ways to help students. Is still good and easy to understand, maybe there are some students who still do not understand the material so they think it is difficult and there are some students who say the material is easy and can be searched on the internet if students still do not understand the material.
- **In the impression:** According to Djiwandono (2006: 173) said several important advantages of learning to find (discovery learning). First, discovery learning leads to students' curiosity, it can motivate them to continue work until they find answers. Second, this approach can teach problem solving skills independently and force students to analyze and manipulate information and not just absorb it simply. That I saw and I got from the students, it was very fun because they could study

anywhere and anytime and for those who said it was normal, they might not really understand English lessons.

- From the **teacher's evaluation** during my observations: Facilitating students to learn by giving assignments (recitation), discussions and others to come up with new ideas and ideas as expressed in oral or written form. (Novan Ardy Wiyani, 2013: 160-162). The teacher will ask if there is any material that the students don't really understand, if everyone understands it, the teacher will provide a picture containing the questions and along with VN (Voice note) which will be filled in and boundary at gathering. if there are students who have gathered, the teacher will see the absence and will tell anyone who still has not submitted the assignment given by the teacher.
- In student **participation** during observation: Rembe and Bere revealed that the WhatsApp Messenger application was felt to be able to increase student participation, accelerate the occurrence of study groups in building and developing knowledge. There are always students who ask questions about material that they don't really understand and they can also chat with the teacher personally asking about the material.
- In **learning on WhatsApp**: Bouhnik and Deshen (2014) have found that WhatsApp has contributed to academic benefits. the media used in learning are Video, VN (Voice Note) and pictures.
- **Problems**: Therefore, teachers must have mental readiness, be able to divide time between assignments and responsibilities, master learning

materials, understand students' conditions, understand the situations faced by students and remain enthusiastic at work even though they have to teach online. M. Sobry Sutikno (2015: 19). In learning on WhatsApp during observation, in my opinion, most often occur starting from signal interference, internet, weather and blackout, but the students do not give up, and they find a way to go to a wifi place to be able to study and send assignments to the teacher

So, From the 10 informants, it can be concluded that using whatsapp online learning has good and disadvantages. The good thing is that from WhatsApp, students can see color pictures and videos, and can also respond via private chat to the teacher or to a group. and the drawback is that the signal can go up and down and the material is still poorly understood.