

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on the data that has collected using interview technique, the researcher found that there were two teachers who acted as an English subject teachers. Each teacher holds three different classes. Teacher A teaches class 1a, 2a, and 3a while teacher B teaches class 1b, 2b, and 3b.

1. The implementation of online learning using WhatsApp Application

The teacher who became the participants of this research was teacher A, two students from class 1A, two children from class 2A, and two children from class 3A. In the following, the researcher will discuss in detail the how the implementation of online learning using WhatsApp Application that the researcher got from the results of the researcher interview.

a. Online Learning Planning

Based on the table in appendix 2, as in ordinary learning before teaching the teacher will make a lesson plan so that learning is more focused. Then the teacher will make a video, voice message or

something else to explain the material that will be delivered tomorrow.

This is evidenced by statement from participant as follows:

NVA: “In, this online learning, I only use basic skills such as making learning videos that relate to the material or sending voice notes and compiling lesson plans that are in accordance with learning.

b. The Implementation of Teaching and Learning

Based on the results of interviews with teacher A, it is known that the implementation of online English learning is carried out three times a week for three different classes. Thus, each class has one meeting a week. English learning is carried out online through WhatsApp groups, where the group is not only devoted to English subjects but other subjects as well. Lessons start at 07.00 WITA. The teacher will send material related to the material to be given either through video or voice notes. Students are given the opportunity to send answers until the specified hour then the value will be reduced. Students will send answer to teacher via private messages. There are some students who think English is a difficult subject, parents also play a role in learning. The following are the results of an interview with the teacher:

NVA: *"Online learning process using WhatsApp, I send assignments to students from home via WhatsApp group, then students send their answers to me via private chat, so I no longer send them through groups. There are three times a week to learn English, so each class will get a schedule once a week. In, this online learning, I only use basic skills such as making learning videos that relate to the material or sending voice notes and compiling lesson plans that are in accordance with learning. Here, I always try to carry out communicative learning such as doing questions and answers about the material that I gave. To reduce the boredom of children in learning I always try to use different media for each material such as videos, posters, or reading materials. In order to make it easier for students to understand the learning material or make the material presented feel more comfortable interesting, so I use gestures, intonation, and facial expressions in every lesson. If I give the material through a video, then I make it by including all three, but if I use voice notes, it is only intonation. Usually I know my student have understood or not, from how to read whether there has been an improvement or not as well as with speaking. Online learning using WhatsApp media is difficult and easy, In my opinion, the learning process from home like this is not optimal because the teacher is the center of learning while the students themselves become less active. In*

fact, for their own study, student are often accompanied by their parents, but not all parents understand the material provided, so students often send messages or voice notes to me asking for material that they have not understood. For the syllabus that I made, I think it has fulfilled what is needed by K-13, namely emphasizing the activeness of the students, here I apply the students' own practice.

c. The Evaluation of Teaching and Learning

To evaluate learning the teacher will monitor his students by asking students about the material given through private messages. If it is not clear then the teacher will help the student by explaining the part that is not understood.

NVA: *"I have to monitor it often. If the student is active then I feel good because the student will definitely ask a lot of questions through written messages or voice messages, but if I find students who are less active or passive then I who are more active. I have to ask a lot about the material whether they find difficulties in learning.*

2. The ease of English online learning

Based on all the interview answers from the participants, there are some ease factors from online learning that faced by them. The first ease is learning activities are not limited by distance, time and place meaning wherever the place can follow the learning. This is evidenced by statements from participants as follows:

NVA: *“I only use basic skills such as making learning videos that relate to the material or sending voice notes and compiling lesson plans that are in accordance with learning from home.”*

The second ease is in evaluating learning assignments, it can be immediately known learning outcomes from students. In this case students send answers then the teacher immediately corrected the answer so the result learning can be known directly. This is evidenced by statements from participants as follows:

NVA: *“Online learning process using WhatsApp, I send assignments to students from home via WhatsApp group, then students send their answers to me via private chat. Here, I always try to carry out communicative learning such as doing questions and answers about the material that I gave Usually I know my student have understood or not, from how to read whether there has been an improvement or not as will as with speaking.”*

The third ease is in the learning process can be accompanied by parents. This is evidenced by statements from participants as follows:

RN: *"If I get an assignment from the teacher, ask mom and dad to do it."*

The fourth ease is can access the internet network to find answers to the questions given by the teacher. This is evidenced by statements from participants as follows:

NR: *"Can use google."*

The fifth ease is can play mobile phones. This is evidenced by statements from participants as follows:

MF: *"I can play with handphone"*

M: *"Can use the phone to call my teacher"*

The last ease is no need to get up early. This is evidenced by statements from participants as follows:

MA: *"I don't need to get up early"*.

3. The constraining of English online learning

Based on all the interview answers from the participants, there are some constraining factors from online learning, the first constraining is in evaluating learning activities, teachers must be more focused and be careful because each student sends his answer individually.

The second constraining is students do not have internet data packages as support learning activities. This is evidenced by statements from participants as follows:

MA: *“Sometimes the package runs out suddenly”*

The third constraining is students find it difficult to understand the material conveyed by the teacher through the media online. This is evidenced by statements from participants as follows:

M: *“There are a lot of tasks, every day doing homework. Sometimes I like to be confused”*

MS: *“I like to be confused”.*

The fourth constraining is the teacher cannot explain the material optimally. This is evidenced by statements from participants as follows:

NVA: *“Yes, there are some obstacles that I feel during this online learning, one of which I find it difficult to explain optimally like when I explain directly.”*

The fifth constraining is lack of understanding of parents about the material provided by teachers so that they cannot teach their children. This is evidenced by statements from participants as follows:

MS: *“I want to ask my parents also don't understand”.*

NVA: *“In fact, for their own study, student are often accompanied by their parents, but not all parents understand the material provided, so students often send messages or voice notes to me asking for material that they have not understood.”*

The last constraining is the internet network which is sometimes unstable can cause interfere with learning activities.

MA: *“sometimes the network is bad”*

B. Discussion

This section presents a discussion of the research findings with the related theories from experts about Online Learning Implementation to young learners using WhatsApp Application during Covid-19 Pandemic At SD IT Az Zahra. As mentioned in the first chapter, there are two research questions that should be answered in this study. The details of the discussion present in following description;

1. The factors of ease in implementing online English learning

In this field, learning activities are not limited by distance, time and place meaning wherever the place can follow the learning then the teacher

also can be immediately known learning outcomes from students. This is accordance with the opinion (Widanarko Sulistyoweni, 2007) through the facilities provided by this system, students can study anytime and anywhere without being limited by distance, space, and time. The students also feel enjoy with the learning process. Here, the teacher uses some media to teach the student and always change in every lesson so it will make the students feel happy. This is accordance with the statement (Piaget in Hudelson (1991: 256)) states that children in primary or elementary school are usually in what is called the concrete operational stage of cognitive development. This means that they learn through hands –on experiences and through manipulation of objects in the environment.

2. The factors of constraining in implementing online English learning

Based on the finding, the researcher concluded that there are some of constraining factor in implementing online English learning which is teacher can not explain the material optimally because the teacher just use video or voice note and the internet network which is sometimes unstable can cause interfere with learning activities. The teachers also find it difficult to develop students because they study individually at home so that teachers become the center of learning and there is a lack of interaction between students. This is accordance with statement (Vygotsky in Hudelson, 1991) Children learn through social context, in groups in which they know with one another.

Children study in social environments, in communities where certain participants know better than others. As a result, English teachers should create teaching circumstances that are close to social situations.