

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher collected the data to describe the answers to the research question, namely, Implementation of Netiquette and Student's responses in 8th grade at MTS Raudhatul Jannah. Then the results of the data taken by interview with the teacher via whatsapp telephone, then observation and documentaries which conducted with online way.

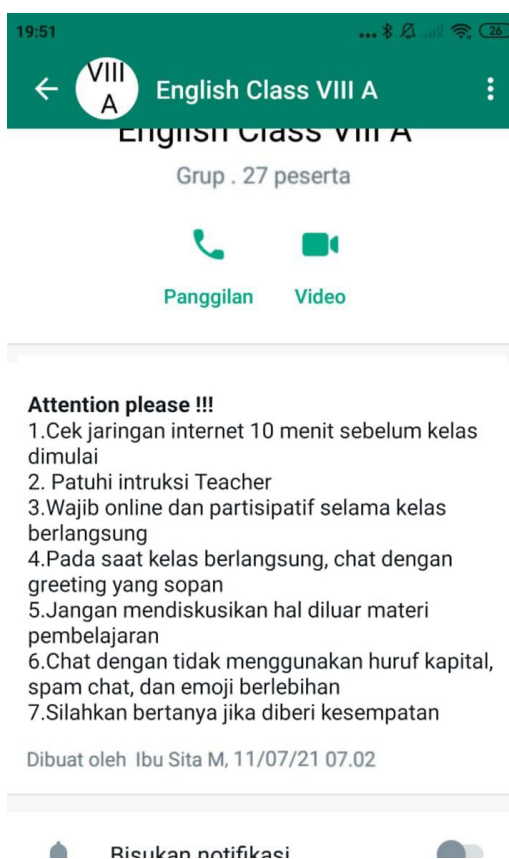
The following is a description of the data taken as follows:

1. The Implementation of Netiquette of 8 grade at MTS Raudhatul Jannah

The Implementation of Netiquette in Class 8 English subjects is carried out during online classes where the WA Group is E-learning media using synchronous learning, which the class fills in absent, discussed learning material and doing the exercise by paying attention to the guidelines displayed in the group description and teacher's instructions for the course of the learning process.

At this point, the researcher collected data based on the results of interviews with the teacher. Interview with his English teacher via telephone due to maintaining health protocols. In implementing netiquette in class 8 A at MTS Raudhatul Jannah in the English class using E-learning with Whatsapp group media, according to the results of interviews with English teachers, this guideline has been applied since the previous semester

due to many factors that hindered group communication in the classroom becoming less conducive so the teacher took the initiative to make this guideline. In the process of teaching and learning English subjects, the interaction that occurs between the teacher and students is because the system is implemented online using a message board from the WhatsApp group.



(figure 4.1. Netiquette Guideline in WA Description)

Based on the results of an interview with an English teacher at the MTS Raudhatul Jannah school, he provided information regarding some netiquette into the guidelines which were displayed in the WA Group description.

Some explanations related to netiquette implied in the WA Group guidelines are:

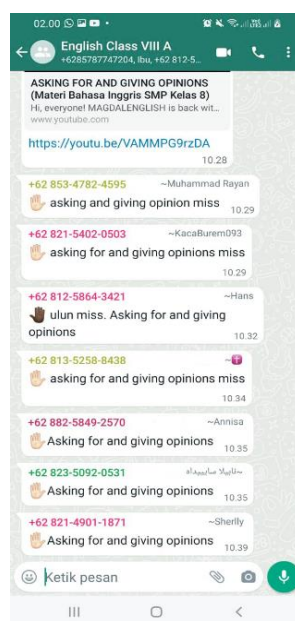
a. Check Internet Network 10 Minutes before class starts

On August 2, 2021, at 13.17 p.m., the researcher conducted the data by interview with the teacher via Whatsapp, during which the teacher explained the purpose of this point because students occasionally had problems using the internet network before the online class began, causing students to enter the online class while studying and be late in understanding the material compared to the online class. different students This condition is quite disturbing for online classes where synchronous learning class groups use this message board; students who are already in the middle of a class will scroll through the material from the beginning and will find it difficult to understand English material quickly. As a result, the teacher anticipates by providing these points as an appeal, so that the online teaching and learning process can continue and students do not miss out on material in the WhatsApp class group. To remember, before the class begins, the teacher initiates this information and asks the students to prepare to begin the class on time.

b. Follow Teacher's Instructions

On August 2, 2021 at 13.17, the teacher stated that obeying the teacher's instructions can help students understand the learning material, and that misunderstandings in communication between teachers and students frequently occur due to not paying attention to the teacher's instructions. The

teacher makes every effort to ensure that students understand the material presented, particularly English material where students require more attention in discussing sentences that are understood by students in online classes and are in the form of written messages, which is a challenge for the teacher. This can be seen by the researcher in the whatsapp group in picture 4. 2 to illustrate this point.



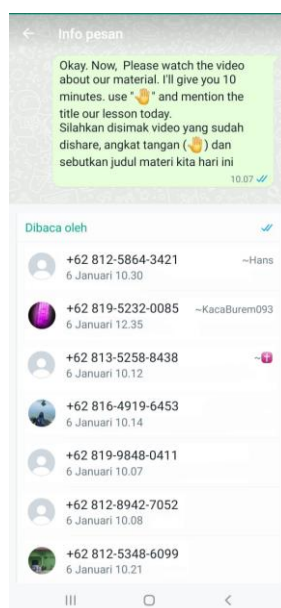
(figure 4.2. Screenshoot follow the teacher instruction)

In the picture above, there is the use of a palm emoji which is one of the instructions asked by the English teacher if the student knows about the title of the material in the lesson at that time, then they can raise their hand like when learning face-to-face classes.

c. Must be online and participatory during class.

On August 2, 2021, at 13.17, the teacher in the interview said that the importance of being online and participatory during class because this can

make it easier for the teacher to explain the material if students who tend to be passive in class groups can answer questions or requests from the teacher if called in a group discussion. According to the teacher, if students show themselves that they are online during the learning process, it is not enough to know whether students are really watching online classes at that time if students do not show their participation in class. So, the teacher checks often enough to find out the presence of students by mentioning their names at random to actively respond to the instructions given by the teacher. If students fail to pay attention to this point, there may be some material points that are difficult for them to understand due to miscommunication, making this lesson difficult for them.

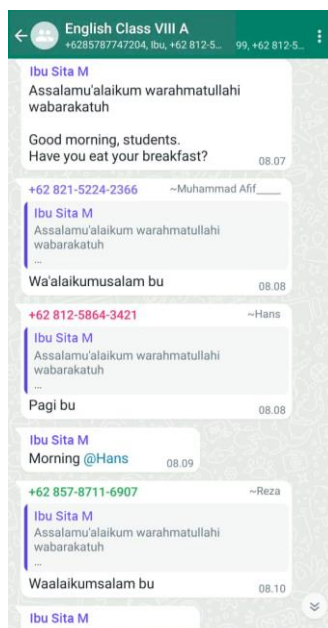


(figure 4.3 screenshot student which online)

d. During the lesson, chat with polite greetings

On August 2, 2021, at 13.17, the teacher stated that greetings were required in order for students to learn how to communicate politely and to

become accustomed to using greetings when they applied them in daily life. By incorporating English sentences into English conversations, students will become accustomed to and remember the use of greetings sentences. It can be described in picture 4.4.



(figure 4.4 screenshot example greeting)

e. Do not discuss things outside the learning material

On August 2, 2021, at 13.17 in an interview with the teacher, it was explained that sometimes students like to ask other things that are not related to the material, such as talking that they are tired of studying online and questioning information about when they can go to school face to face again, so they don't take advantage of the time where the group is whatsapp is preferred to discuss learning materials.

- f. Chat without using capital letters, stickers, chat spam, and excessive emojis.

In an interview with the teacher on August 2, 2021, at 13.17, the researcher learned that students occasionally send impolite stickers and that because they enjoy group discussions so much, they forget that the WhatsApp group is a classroom environment where they learn face-to-face. Excessive use of emojis, spam chat, and capital letters demonstrate that these students appear to emphasize what they say in WhatsApp group messages. This can be upsetting if there is a miscommunication among group members, students, and teachers in the group wa class. Essentially, students and classmates already know each other because the school environment and the area in which students live are usually quite close, and they don't hesitate to interact. However, this is also a source of concern because students use emoji because the image is appealing to them and they do not fully comprehend the function of emoji. Similarly, the use of stickers. This feature is very popular among students, so they may overlook the fact that stickers they believe are jokes appear inappropriate in online classes. Sometimes, there is appear cybullying between students classmates. It can described in picture 4.5.



(figure 4.5 screenshot bullying in online class)

g. Please ask if given the opportunity

On August 2, 2021, in an interview, the teacher informed that some of the class A students were quite active in commenting in the group, and some other students tended to be passive even though they paid attention to the class group information. This is quite important because if students do not ask about the material even though they do not really understand what has been explained, then the student will be confused if asked by the teacher to be appointed to do class group exercises.

Based on an explanation of the results of the data collection about the implementation of netiquette at 8 grade of MTS Raudhatul Jannah, the researcher concluded that the implementation of netiquette in the form of guidelines contained in the description wa Group online class aims as rules

so that students can pay attention and obey them so as to facilitate the learning process teaching smoothly and communication can be organized well even though communicating mostly uses message boards.

2. The Student's Response of Netiquette of 8 grade MTS Raudhatul Jannah

To describe the second research question, the researcher collected the data using observation and is supported by several interview points from the teacher related to student responses to the guidelines where there is an element of netiquette in. Communication of teaching learning process in whatsapp group using banjar language and english. Then the results of observations and supporting documentaries obtained by researchers are as follows:

Based on the results of an interview with an English teacher at the MTS Raudhatul Jannah, provided information regarding some netiquette into the guidelines which were displayed in the WA Group description.

At first observation, on August 5, 2021, the class started at 10.03 where the teacher started the lesson with greetings and greetings to ask how things were, and the students responded with polite greetings. After that the teacher asked the students to be absent for 10 minutes. The material discussed is about the comparative degree where the teacher gives a youtube link related to the material then provides a little discussion and examples of sentences in the form of writing or using voice notes for pronouncing sentences. After that, the teacher asked the students to follow the pronunciation of the degree sentence and indicated the meaning of than and

the use of 2 syllable and 4 syllable adjectives. When the teacher asked the students to give example sentences, there are students who say chat comments with the sentence "Miss, boleh kah kayaini. Monkey is more handsome than hafiz." Then followed by chat comments in the form of laughing emojis from other students, and the student whose name was mentioned showed an annoyed expression by sending an impolite sticker. Then the teacher gave a little correction of the sentence by saying "rayyan, please say sorry to hafiz, okay." Then the student who was reprimanded by the teacher was instructed to correct the sentence. After that the teacher asked other students to give other examples, after that the teacher gave practice questions and works for 30 minutes. The class ends at 10:53.

At second observation, on 12 August 2021 starting at 10.07 the teacher started the lesson with greetings, the students responded with polite greetings. After that the teacher asked the students to be absent for 10 minutes. Then the teacher gives a youtube link and instructed students to guess what material they learned today. The students also answered questions about asking and giving opinion. The teacher also distributed some expressions relating material along with sample sentences, and the teacher pairs students with one another to make sentences asking and giving opinion. After that, the other students showed themselves to make a sentence asking and answered giving opinion by another student with the message tag from asking. After that, Teacher gave the task of making 2 short conversations

asking and giving opinion. The students followed instruction by teacher. Finally, the class ended at 10.50.

At third observation, on August 19, 2021, starting at 10:00, the teacher started the lesson with greetings, and the students responded with polite greetings. After that the teacher asked the students to be absent for 10 minutes. The teacher sent several vocabs about parts of the animal's body and gave an example sentence. Then the teacher sends a picture of an animal and asks if anyone can answer how to describe the animal. Students look confused and answer using sentences, only mentioning the name of the animal. The teacher appoints several students to take turns making sentences. Then the teacher explains again the examples of describing animal's, the teacher also gives an opportunity to ask questions if there is something they don't understand. After 10 minutes no one asked. After that, the teacher pointed several people by sending some pictures of animals to show them. described, and those who answered the questions also had their own answers. Time is running out and class ends at 11.05.

At fourth observation, on 26 August 2021 starting at 10:01 am the teacher started the lesson with greetings, the students responded with polite greetings. After that the teacher asked the students to be absent for 10 minutes. Teacher provides a youtube link regarding material about using article a. an, and the then gives a little discussion about the prefix of noun letters to distinguish the use of the articles a and an. After that, the teacher asks the students to answer the fields to complete the missing sentences.

Then the teacher gives the opportunity to see if anyone does not understand the material. However, the researcher found that there were students who asked about things outside the material. The teacher didn't even answer the question and the class ended at 10:55.

Then, the researcher conducted data through interviews with 18 students derived 7 boys and 11 girls in Class VIII A to find out what the students' responses were about the netiquette in the English class which was carried out in the whatsapp group. From the 7 points of guideline in the WhatsApp group for English class VIII A, on the first point regarding the internet network before the class started, the researcher asked whether the students agreed or not with the point, the researcher also found that 15 of 25 students agreed the need to check the network before the online class was started to remind and pay more attention to internet problems \before the online class started. Student A answered as follows “Setuju. Karena saya bias mengikuti kelas online tepat waktu bila ada yang mengingatkan.” Likewise, student M answered as follows:” saya setuju kak. Supaya ulun meingat periksa jaringan dan kada terlambat masuk grup kelas.

In the explanation of the second point, the researcher collects data by interviewing students, namely during online classes, whether students understand the instructions from the teacher in online English classes. So, the results of the interview showed that 18 out of 25 students showed a positive response about these points. For example, student R said, "yes, bro. I understand that the miss ordered, for example, when asked to answer

questions and watch material on the youtube link" as well as the answer from student K who said, "I'm sorry, hm, for example, Ulun doesn't understand what Miss is telling you to do. , ulun see the herd in the group work what becomes ulun umpati." So, the researcher concluded that the answers of the 8A grade students showed a positive response to the point that the students followed the instructions based on what the teacher instructed and how to follow the instructions.

In the explanation of the third point, the researcher collected data by interviewing students, namely during the online class, did the students enjoy participating and online in WhatsApp groups from the beginning of learning to completion. So, the results of the interview showed that 13 out of 25 students showed a positive response about these points. For example, "saya senang berpartisipasi di group whatsapp karena saya bisa belajar di rumah saja." The answer from another student said "saya suka belajar Bahasa Inggris di group online karena saya bisa menggunakan google translate untuk mengartikan kata yang tidak saya mengerti." In addition, researchers found answers that 5 from 25 students has negative responses to this point. One of them, according to student S, "Saya sedih karena belajar dengan teman-teman tidak tatap muka sehingga saya terpaksa mengikuti kelas online." This was answered differently by student D, who said, "ulun ketuju aja kak memperhatikan group kelas Bahasa inggris online. Tapi ulun kada tapi katuju menyahuti di group, kecuali ibunya absen atau mengiyau ulun." So,

the researchers concluded that the answers of students in grade 8A were quite varied for English subjects.

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Then at the fourth point the researcher asked whether the students understood how to use the correct/polite greting. So the researcher found that 18 out of 25 students showed a positive response. For example, according to student M, he said: “Inggih kak. Biasanya ulun menjawab I’m fine bila ibu

betakun kabar.” As student D said: “Iya kak. Saya sering menggunakan kata I’m fine atau menjawab kalimat Bahasa Inggris seperti yang teman saya lakukan.” The researcher knows that 10 students have the same vocabulary but remain polite.

Next, the researcher asked the fifth point, did the students like the discussion of the material when the online class took place, then the results found by the researcher were 13 out of 25 students gave a positive response, namely happy to take part in the discussion of the material when the online class took place, such as student S who said “ ulun suka mengikuti pelajaran Bahasa Inggris dikelas online, karena senang disuruh ibu mencontohkan membuat kalimat .” The answer from student C said, “ ulun lebih suka memperhatikan teman sekelas berdiskusi saat pembelajaran.” The researcher found out that 5 out of 25 students showed a negative response, namely according to student W, he said, “ulun kurang suka diskusi di online soalnya kurang paham kalau kawan sekelas berdiskusi kecuali miss nya memberi contoh kalimat.”

In this case, the researcher knows that passive students appear in the class group chat column regarding the material, but if the teacher's name is notified, students will answer if asked to answer related to the material.

Then, the researcher asked the sixth point, whether students like to use stickers or emoticons during class. Answers from 17 out of 25 students showed that they liked it, for example, according to student L, “ulun suka pakai emot kalau chat lawan kawan. tapi kalau digrup Bahasa Inggris, pakai

emot nya bila disuruh miss aja.” And according student S said, “digrup kelas online, supaya kawan tahu misal ulun ketawa pakai emot ketawa.” The reasearcher found that the use of stickers or emojis was still used by students during online classes but according to the guidelines it was not intended for excessive emoji or sticker spam.

Next, the researcher asked the seventh point, namely if students were given the opportunity to ask questions by the teacher if they did not understand the material. So, the researcher found out that 17 out of 25 students showed a positive attitude as one of the answers from student M said, “Inggih ka. Kadang kalau ulun kada paham materi menunggu miss bertanya jika diberi kesempatan bertanya.” The researcher analyzed interview answers from students who rarely asked about class material because students reasoned that they already understood the English material.

Based on the results of interviews and checklist observations that have been described, the researchers concluded that there were several positive and negative responses from class VIII A students related to the MTS Raudhatul Jannah English group, among others, based on the positives. response, namely most of the responses of class VIII students were at 7 points. based on the results of interviews with 18 from 25 students of grade 8 A of MTS Raudhatul Jannah regarding netiquette guidelines, that most of students shows positive responses where students comply with the guidelines made by the teacher, namely checking the internet network, obeying the teacher's instructions, being online and participatory during lessons, using

chat with polite greetings, not discuss things outside the class material, without using letters. caps, chat spam, and emojis are overkill, and feel free to ask questions if you get the chance. However, there are some things that are contrary to the results of the data based on observations, where some students violate the rules when they know the existence of the netiquette guidelines. Some of the things mentioned, such as, there is still bullying between classmates, a small number show a passive attitude in the teaching and learning process in online classes, there are still those who use inappropriate stickers and use excessive emojis, and so on.

B. Discussion

The data that has been collected from observations, interviews and documentation are presented and described in the findings. Then the data is analyzed and reported systematically based on the formulation of the problem, namely about implementation and student responses about netiquette at 8 grades of MTS Raudhatul Jannah. For more details can be seen from the analysis below.

1. The Implementation of Netiquette at 8th grade of MTS Raudhatul Jannah

According to Kusumadinata (2015) suggest that communication is a process of conveying information, ideas, emotions, skills, and others. Through the use of symbols such as words, pictures, numbers, etc. So, the researcher knows that in e-learning, especially when using synchronous learning, smooth and understandable communication such as the use of the right emoji symbol is not excessive, writing does not use capslok, assisted by

varied teaching such as using pictures, giving students the opportunity to learn more. active discussions, as well as the use of sentences in local languages but interspersed with the use of English sentences between teachers and students made the teaching and learning process in this class group easier.

However, in communication like this, it is still unavoidable if differences of opinion, understanding of learning also need guidance as in Herring's theory in Nia and Marandi (2014) stated that the netiquette of any particular online group embodies the culture and values of that group, supporting statement from Hsieh (2009: p.1) that the convenience brought by the computer-mediated communication does not guarantee effective intercultural communication. So that in the WhatsApp group grade 8 A, learning English is quite challenging to learn and requires good interaction between teachers and students.

Then, the Implementation of netiquette in communication especially in English subject that occurs in the class 8 A whatsapp group can be seen from several netiquette points in the guideline where group members need to pay more attention to this, moreover if they understand the learning material, they can show the attitude of the knowledge that has been obtained. Butler (2010), K12 educators are increasing seeing the need to not only utilize the internet in instruction, but also to teach students the knowledge and critical thinking skills needed to be safe and responsible digital citizens both inside and outside of school (p. 53).

The researcher analyzed that in 7 points of English teacher guideline at 8 A grade of MTS Raudhatul Jannah derived in each point of guideline has several points of netiquette rules by Virginia Shea retrieved from Jamiai (2019) described as bellow which are First point of teacher guideline contains of respect other people's time and bandwidth; second point of teacher guideline contains of adhere to the same standards of online behavior that you follow in real life and sharing expert knowledge; third point of teacher guideline contains respect other people's time and bandwidth; fourth point of teacher guideline contains of know where you are in cyberspace; fifth point of teacher guideline contains of help control the flame wars; sixth point of teacher guideline contains of make yourself look good online; the last is, seventh point of teacher guideline contains of sharing expert knowledge.

There are several netiquette points contained in the guidelines indicated in the Virginia Shea in Jamiai (2019) and are continuous with the sadiku theory (2017), namely in terms of the do's and don'ts in learning attitudes in online classes. Agree with statement by Cole (2016) suggested to utilize other's netiquette guidelines that are deemed appropriate for your own students. The basic and common fundamental rules are being scholarly, being respectful, being professional, and being polite, so the rules and guidelines in Common discussion boards are also used in online learning. According to the observations of the applied researcher guidelines that class 8 A group is relevant with the theory that has been described.

2. The Student's Response of Netiquette of 8 grade MTS Raudhatul Jannah

During the pandemic, Simamora (2020) conducted research on the perspectives and responses of fifteen Indonesian students to synchronous and asynchronous online learning. It was discovered that with online learning, students stated that the material could be accessed more quickly and their understanding of data increased, potentially improving learning outcomes, even though they also encountered challenges and obstacles, such as the requirement to study online (p.86). As a result, the researchers discovered that students at 8 A grade of MTS Raudhatul Jannah had a positive response to learning English in the online class in terms of active synchronous online class discussions, increased confidence to communicate via message boards in the WhatsApp group, and easy access to internet facilities such as Google Translate and assistive devices. learn how to comprehend English material.

Then, statement above has correlation with the statement by Schallert et al. (2009) that have suggested that online students generally have a clear understanding of what is within the realm of acceptable netiquette. There is an environment that applies to the concept of group, cohesiveness, and community. This may be why the quality and participation in online discussions increased when netiquette was observed by students in synchronous and asynchronous platforms. The researcher understands that the positive response from students in online classes to the existence of netiquette as a convenience and if students can understand it well, it will make online group English classes more effective. This is shown in the positive response

of students to the point guideline which calls for participation and online standby during teaching and learning process in online class by group whatsapp.

The Internet generates a number of educational institutions that offer Netiquette policies, or what appear to be derivatives, on their school websites. These policies are incorporated into the Student Code of Conduct, Academic Honesty Policies, and University/Student Code of Ethics. While this approach is certainly acceptable, it begs the question of how many students read, or even glance at, the mandated student behavior rules.

Berk (2011) published Netiquette which stated, Bullying might happen in online communication because basically not everyone has an attitude in accordance with the standards of behavior that are applied. So based on the theory, the researcher understands that bullying can occur at any time if online behavior is not limited by consequences as in picture 4.4 which shows that there are still students who behave not according to standards even though there are points implied in the guidelines that are contrary to the situation.

Then, based on chrisstenson (2017) states that the basis of the rules in complying with netiquette is to respect others in cyberspace or online. So, if it is correlated with the statement of kozika and silvova (2014) mostly in situations that adhere to netiquette, prioritize using clear and directed communication in both verbal and written formats. Thus, the researcher summarizes that efforts to avoid miscommunication or inappropriate behavior

in online classes are to instill behavior of respect for others and learn to use communication in good and easy-to-understand language, especially when in online English class, this is quite challenging. for English teachers and students in the online class.