

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

There were some findings presented in this chapter. The research findings revealed the teachers' challenges on the use of Facebook Messenger in teaching reading: A Case Study at SMA N 1 Abab. The data obtained from the interview analyzed by using thematic analysis were described as follows.

4.1.1 Teachers' Challenges on the Use of Facebook Messenger in Teaching Reading

After analyzing the data from interview, the researcher found the problems in teaching reading by using Facebook Messenger. The themes and codes gained from the analysis of qualitative data were listed in table 4.1.1.

Table 4.1.1 Themes and codes of the teachers' challenges on the use of Facebook Messenger in teaching reading

Themes	Codes
1. Lack of internet access from the students	A. Some of students had problem in connection instability during online learning B. The students had problem to afford sufficient internet data
2. Lack of students'	A. The students always submitted their

awareness in online learning	assignments exceeding the deadline
	B. The students were not able to join the online learning as scheduled
3. Lack of participation	A. The students were passive in online reading discussion

The themes and codes formulated from the qualitative data as listed in Table 4.1.1 was described in order to know the teachers' challenges on the use of Facebook Messenger in teaching reading at SMA N 1 Abab. The researcher found that there were various information dealing with the teachers' challenges in teaching reading through Facebook Messenger application, it was divided into three challenges consisting of the lack of internet access from students, lack of students' awareness in online learning, and lack of participation. The descriptions were as follows.

4.1.1.1. Lack of Internet Access from Students

From the result of the interview, the teachers had some obstacles during teaching reading process because there were some students who had problem dealing with the connection instability and the students had problem to afford sufficient internet data during online learning. The students who live outside Betung village or far away from the school area must be willing to leave the house to look for certain places that had a signal network, because usually the students who live in another village had difficulty in acquiring signal. In the interview, the

confirmation was delivered by teacher initially A said that *“For students who live far away, such as in Batu Tugu village, the signal is very difficult because they have to go to the riverbank to find certain spots that have a signal. So, if they have a strong desire to be able to follow the learning process, they must go out and ride the motorcycle first to look for signals. It’s different from the students who live in this school area, they get the signal easier although sometimes it’s hard to get a signal when it’s raining and the light’s off ”* (Personal communication, February 15, 2021). Teacher D also said that *“Because using Facebook Messenger doesn’t require the internet data, so I think that there is no certain problem. But, From the side of signals, sometimes some students have a problem because some of them live far away from the school”* (Personal communication, February 23, 2021).

Subsequently, the data gotten the interviews also revealed that the teachers were only able to provide limited material because there were many students had problem to afford sufficient internet data. Therefore, the students can not access the learning materials if the teachers gave the material which used the internet data. Teacher A confirmed that *“So usually I will send some photos or (ehhmm) from text which we will discuss, occasionally I also send a video link but it is very rarely accessed because it is only for students who have internet data. Most of them do not have internet data and they only focus on what I post on Facebook Messenger in the form of photos”* (Personal communication, February 15, 2021). With the same idea, teacher D also said *“I usually only use the photo feature because the challenge in learning online is the students have difficulty in*

providing internet data, so I rarely send video links” (Personal communication, February 23, 2021).

4.1.1.2 Lack of students’ awareness in online learning

Based on the data obtained from interview, it was found that there were another teachers’ challenges in teaching reading through Facebook Messenger, specifically (a) the students always submit their assignments exceeding the deadline, and (b) the students were not able to join the online learning as scheduled.

As a result of interview data, there were some students always submitted their assignments exceeding the deadline. Teachers A confirmed that *“there are some students who are discipline and punctual in submitting assignments. But there are also some students who have a problem in submitting the assignments, because they may be constraints by the signals and other homework, and sometimes they have to help their parents in their house. So they often submit the assignments late”* (Personal communication, February 15, 2021).

Furthermore, the data gained from interview also showed that the students were not able to join in online learning as scheduled. Usually they would respond when they wanted to just fill out the attendance list, after that they usually disappeared and did not follow the learning process as scheduled from the school. In the online learning process, First, the teachers would tell the students to pray before starting teaching and learning activities. Secondly, the teachers also would check the attendance of students by asking them to mention their names one by

one. Then, the teacher would start the learning process. After that, usually most students would not respond again when they had mentioned their name to follow the learning process as scheduled. In the interview, teacher initially A had delivered the confirmation who said that *“there are the students who do not have a strong desire to learn, they just mention their name to fill in attendance list. After that, there was no more response from them”* (Personal communication, February 15, 2021). Teacher A also added that *“sometimes they can’t participate in online learning at the time, because they have so many task in their house”* (Personal communication, February 23, 2021).

4.1.1.3 Lack of participation

The data obtained from interview also revealed that there were some students who had a problem in online reading discussion. The teachers mentioned that there were the students who to be passive when the discussion was started. They usually responded very slowly. Teacher A confirmed that *“For active students, automatically by using Facebook Messenger makes it easier for me to interact if I give the question they usually answer immediately. But there are many students who are passive, they are too slow to respond in discussions”* (Personal communication, February 15, 2021). Teacher D also said *“Indeed, there are only some students who are active in the class and the challenges in online teaching are as I said before, because not all students are active in discussions and sometimes they can’t participate in online learning at the time, because they have so many tasks in their house”* (Personal communication, February 23, 2021).

4.2 Discussion

After analysing the data by using a thematic analysis, the researcher found that there were some findings which became the challenges that faced by the teachers. Those consisted of (a) Lack of internet access from students, (b) Lack of students' awareness in online learning, and (c) Lack of participation. These findings aimed to know further much information about the teachers' challenges on the use of Facebook Messenger in teaching reading. Therefore, the explanation of the research findings and previous studies were discussed as follows.

The first challenge was lack of internet access from students. The research findings showed that the challenge in teaching reading through Facebook Messenger was the problem that comes from by the students. The student's problem was the connection instability during online learning process. Based on the research findings, there were some students lived in borderlines areas, impacting less internet access. This problem occurred because there was no the signal coverage. They rarely got a signal when they were going to join in online learning. Along with this, the study conducted by Ismail, Bakar and Wafa (2020). He said that the main concern of the obstacle in online learning was the low internet connection experienced that the students in their areas have. Some students lived in rural areas with limited access to the internet. In general, people who live in rural areas complained about the lack of internet access and bandwidth issues. It is line with the research conducted by Zainuddin (2020). He showed that there was the challenge that comes from the students. Since their location was not covered the network, getting an internet network connection was

difficult when they want to take part in online learning. The study conducted by Lestiyanawati and Widyanoro (2020) also explained that the students who live in suburban areas had problem in online learning, such as limitation of internet connectivity. This problem occurred because the signals were not spread evenly, so that some of the suburban areas faced problems in internet connection.

The next finding about lack of internet access from the students also uncovered that the teachers' challenges in teaching reading by using Facebook Messenger was the problem that faced by the students which they was difficult to afford sufficient internet data. In the era of pandemic Covid-19, the students have to prepare a large internet data so that they can participate in online learning activities, but for students who have economic difficulties, of course buying internet data is a burden for them. Along with this, the research conducted by Putra (2020), this research revealed that there were some students had problem to afford sufficient internet data for online learning. This had to do with the ability of the parents or students to purchase the necessary amount of internet data. The students with a situation of capable parents would no trouble purchasing the needed amount of internet data, but most of the students can not access and participated in the online learning, because some of them was not from a family of high income which they could not save the money for buying a large of internet data. In line with this, the research conducted by Lestiyanawati and Widyanoro (2020), they also said that the students' economically distressed familial background related to the difficulty dealing with e-learning facilities. The students

from low-income families struggled to obtain necessary facilities, such as a smartphone and internet data.

The second challenge was lack of students' awareness in online learning. Based on the the interview data, it was found that the teachers hade problem in teaching reading, it's because the students always submitted their assigments exceeding the deadline. Since the government issued a policy to learn from home, the students could not focus on learning as usual. Sometimes they also had to do a lot of tasks and other homework in their house. So, they often submitted their assignments late. Alawawdeh and Alshtaiwi (2020) also expressed that one of the problems in an online EFL classroom is that several students have a habit of sending homework after the deadline has passed. Additionally, the research conducted by Efriana (2021) stated that there is the other problem that comes from EFL students in online learning. They are less concerned about the importance of EFL literacy and task submission. As a result, the tasks that should have been submitted in one week period are often delayed until two weeks later.

Afterwards, in the interview data, it was also found that some students were not able to join the online learning as scheduled. They can not participate in online learning based on a schedule specified from the school. The lack of awareness of the students led them to assume that this online learning activities are not as formal as face-to-face learning. In line with this, Atmojo and Nugroho (2020) also stated that sometimes many students forget to participate in the online learning. They ascribe that the online teaching and learning activities are not important. This problem occurred as a result about students' misperceptions of the

online learning. Therefore, they believed that online learning is informal and similar to vacation, so they are too relaxed. It is supported by research finding conducted by, Nugroho, Ilmiani, and Rekha (2020). They said that one of the challenges in online learning is lack of students' motivation and engagement. There are some students are not punctual to attend the online learning based on the schedule. It is not only because of the unstable internet connection, but they also have no high motivation and engagement to participate in online learning process.

The third challenge was lack of participation. This finding become a challenge, because there were many students who to be passive in online English discussion especially when the teacher started the discussion about reading lesson. Along with this, Atmojo and Nugroho (2020) showed that many students are passive and do not say many words when the teachers gave instructions or have a discussion in English. Then, they always ask the instructions by using Indonesian. They also feel confused how to express their ideas and questions in English, because they have low English language proficiency. Besides, it is in line to the research conducted by Ubu, Putra and Santosa (2021) argued that many students can not participate actively in online discussion. It happened because there are many students are uninterested in learning English and are not willing to participate in online discussions. They realized that their ability in learning is lower rather than other students. So, they feel insecure to participate in learning English through online discussions.

Therefore, teaching English especially teaching reading by using Facebook Messenger was not an easy task. Lack of students' awareness in online learning and lack of participation were the factors which made the teachers having the challenges in online learning, such as there were many students always submitted their assignments exceeding the deadline, many students were not able to join in online learning as scheduled and there were many students who to be passive in online reading discussion. Besides they need adequate internet connection and internet data in online learning, they must also have a consciousness to learn and participate in the online learning in order to the teaching and learning process runs smoothly based on the schedule set by the school.