CHAPTER IV

This chapter present: (1) research finding, and (2) interpretations.

4.1 Research Finding

There were some findings presented in this chapter. The research findings were related to the students' perceptions toward the use of WhatsApp in writing activities at SMPIT Mekar Jaya. The data were obtained from interview with six students by using a thematic analysis. The interview was conducted by using Indonesia language, as it is more comfortable and connected between the interviewer and interviewee. The researcher used initial name for all the interviewee involved. There were six participants in this study; LH, RA, OI, FA, SR, and PZ.

In this study, the researcher found some the steps of writing, the component of writing, advantages and disadvantages perceived by students toward the use of WhatsApp in writing activities. The steps of writing perceived are:(1) get the topic and (2) revising. The advantages is independence from time and location.Meanwhile, the disadvantages are: (1) internet connection, and (2) costly.

Table 1: Themes and Codes For Students' Perceptions Toward the Use of WhatsApp in Writing Activities: A Case Study at SMPIT Mekar Jaya.

No	Theme	Code
1.	Pre-writing	a. Students said that the teacher gives a clue
2.	Revising	a. Students said that they always recheck their writing and revised their writing if there are any mistakes.
3.	Independence from time and location'	a. Students could submit their assignment anytime as long they submit the assignment on time based on the teacher instruction
4.	Internet connection	a. The internet connection is not support to online leaning especially in writing activities
5.	Costly of WhatsApp	a. Depending on the use, if have a lot of assignments and it must be sent via WhatsApp. It will use a lot of data.

The themes and codes gained from the qualitative data as list in table 4.1.1 was described in order to know the students' perceptions toward the use of WhatsApp in writing activities at SMPIT Mekar Jaya. It was found that the students' perceptions toward the use of WhatsApp in writing activities at SMPIT Mekar Jaya was divided into seven, namely: (1) teacher give clue for the topic, (2) revise, (3) independence from time and location, (4) internet connection, and (5) costly of WhatsApp. The description was described as follows:

4.1.1.1 Pre-writing

Based on the data gained from the interview, the researcher could find out that the teacher gave a clue for students' writing. The teacher posted pictures or videos on the topic through WhatsApp group. The teacher provides pictures or videos on the topic in order that the students get clue of the writing. The clues were provided in order that the students get the idea to write.

-"*Yes, the teacher gives the clue, the teacher often gives the clue.*"*(LH)*

-"*Yes, the teacher gives the clue* " *(RA)*

- "*Yes, my teacher gives a clue for our writing*" *(OI)*

(Personal Communication, June, 24th, 2021).

4.1.1.2 Revise

Based on the data gained from the interview, the researcher could find revise. Students post the assignment on WhatsApp group, after that, the teacher provide feedback by commenting on the students' assignments. If revision is needed, the students fix as suggested. And last the students posted the revised version of their writing in the WhatsApp group, As stated by the students:

-*"Yes, I do. After checking my writing, I revised some errors in my writing".* (LH).

-*"Yes I do, I am afraid if there is a mistake in the sentences"*(OI)

-*"Yes, I recheck the wrong ones "*(SR)

"Yes, if I did a mistake, the teacher asked us to revise It"(OI)

(Personal Communication, June, 24th, 2021).

4.1.1.3 Independence from time and location

Based on the data gained from the interview, the researcher could find out independence from time and location. The students could submit their assignment in anytime and anywhere via WhatsApp group. As stated by the students:

"We can submit assignment anytime and anywhere according to the schedule determined by the teacher"(LH)

"Emmm the benefits in using WhatsApp is I can submit the assignment anytime as long I submit the assignment on time based on the teacher instruction"(OI)

"*The good thing is that I don't have to go to school to submit the assignment, I can submit it from home and send it via whatsapp*" (RA)

(Personal Communication, June, 24th, 2021).

4.1.1.4 Internet connection

Based on the data gained from the interview, the researcher could find out internet connection. Sometimes their internet connection is good and sometime it is bad. As stated by the students:

- *The connection doesn't support me to use Whatsapp because I have to find a place that a good connection" (LH)*

- *"The internet connection in my house is bad"(RA).*

-*"No, moreover when the electricity goes out the internet connection is getting worse "(*SR)

(Personal Communication, June, 24th, 2021). In short if the internet connection is bad, it will not support writing activities between teacher and students.

4.1.1.5 Costly of WhatsApp

Based on the data gained from the interview, the researcher could find out costly of WhatsApp.Depending on usage, Downloading videos and pictures will consume a lot of data, especially when the teacher ask the students to see videos and pictures that she posted in the WhatsApp group. As stated by the students:

"Depending on the use, if I have a lot of assignments and it must be sent via WhatsApp. It will use a lot of data".(RA)

-*"Depending on the use, but if I have a lot of assignment every day. It will spend a lot of data".* (OI)

- *"Depending on the use, if the task is a lot. It will spend a lot of internet data"*(PZ)

(Personal Communication, June, 24th, 2021).

4.2 Interpretations

After analyzing the data by using a thematic analysis, The researcher found that there were the students' perceptions toward the use of WhatsApp in writing activities at SMPIT Mekar Jaya. Those consisted of: (a) Get the topic, (b) Revising, (c) Independence from time and location, (d) Internet connection, and (e) Costly of WhatsApp . Therefore, the explanation of the factors were described as following in order to know further much information about them.

Firstly, for pre writing, the teacher give clue for the topic in order that the students get the topic. Sometimes teacher has been give the topic when he send assignment. The teacher gives clues so students can develop the clues they get

from their teacher. The teacher posted picture or video on the topic through WhatsApp group. According to Richard and Renandya (2002), pre-writing can stimulate the thought of getting started. This keeps students from having blank pages to produce unknown ideas and collect data for writing. According to Oshima and Hogue (2006),The first step is often called prewriting because it is one way of warming up the students' brain before start writing. In here you can select a topic that interest or select a topic according to the lecturers' given and you can read a newspaper or magazines articles to build your ideas. After you have chosen a topic to collect information and develop ideas we need to prewriting. Therefore students have to develop the clue that has been given by the teacher. And when the teacher didn't give a clue they have to be able to find the clue by themselves.

Secondly, revising. Students always recheck their writing and revised their writing. after writing students re-check their writing, the function of re-checking is so that they are sure that the writing they have made is in accordance with what they want, and if there are errors in writing they can revise their writing. Students post the assignment on the WhatsApp group, after that, the teacher provide feedback by commenting on the students' assignments. According to Richard and Renandya (2002), students rewrite their texts, they re-write their texts on the basis of feedback from the respondent stage. Revising is not just checking for mistakes in language (editing). It is applied to improve the global content and organization of ideas so that the intent of the writer is made clearer to the reader. The students will crosscheck what was written to see how easily they communicate their

thoughts to. Therefore after students writing they recheck their writing if there are mistakes both in vocabulary or sentence placement they revise their writing.

Thirdly was independence from time and location. Students said they could submit their assignment in anywhere and anytime (freedom time and place).

The students can submit their assignment according to the schedule determined by the teacher, and they can submit their assignment at home. The participant are not needed to submit their assignments directly in their school. Whatsapp makes the participants free of doing the assignments everywhere. A study conducted by Ma'ruf, Basof, Fadilah and Akmal (2019) revealed that, In this study, the second benefits the freedom of time and place. WhatsApp makes participants free to carry out activities anywhere. Students prefer doing the assignments of paragraph writing in WhatsApp.

Fourth was internet connection. Students said sometimes the internet connection is good, but sometimes it is bad, so it is not certain. Internet connection is needed when students are going to download pictures or videos sent by the teacher and when they are going to submit assignments, if the internet connection is bad it will hinder the teaching and learning process. A study conducted by Ma'ruf, Basof, Fadilah and Akmal (2019) revealed that all, there is no denying that all the respondents decided that they had the same problem: linking to the Internet. Online connectivity is an important element in the use of social networking sites of some kind.

And the last was costly. Students said depending on the use, if there are much of assignment it's will a lot of quota too. For downloading videos and pictures on the WhatsApp group will consume a lot of data. A study conducted by Ma'ruf, Basof, Fadilah and Akmal (2019) revealed that all, good-expensive operator that is only used for paragraph writing class purposes must be planned by the   participants.

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