

CHAPTER IV

FINDINGS AND DISCUSSION

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

4.1 Research Findings

Based on the data analysis obtained from interviews to answer the formulation of the research problem, namely students' perception towards the use of whatsapp in learning writing to eleventh grade students' a case study at MAN 1 Palembang, seven themes were obtained as follows : (1) The students' felt that there is not much improvement in grammar in their writing after writing activities through, (2) There were some difficulties in writing a paragraph with paragraph organization, (3) The students' feel that there is time flexibility in the learning process, (4) The students' feel that there is no responses from a teacher in the teaching and learning process.

Each theme comes from data codes described in the form of a list table 4.1 as follows.

Table 4.1: Themes and codes for students' perceptions in writing by using WhatsApp

Theme	Code
The students' felt that there is not much improvement in grammar in their writing activities through whatsapp	a. The students just wrote down a paragraph without checked directly by teacher . b. The teacher did not give feedback or correction about students' assignment.
There were some difficulties in writing a paragraph with paragraph organization	a. The students also confused in determining a topic or main ideas

b. The teacher just sent writing assignment to students without feedback about paragraph unity that significant

The students' felt that there is time flexibility in the learning process Students claimed that they were easy to access and submit the assignments in writing activities by using WhatsApp

The students' feel that there is no responses from a teacher in the teaching and learning process. Students admit that the teacher only give assignments without explaining the material

4.1.1 There is not much improvement in grammar in their writing activites through whatsApp

Students only write one paragraph without being checked directly by the teacher. Based on the data obtained from interviews, the researcher received information from eleventh-grade students by using WhatsApp in writing activities. The teacher only explained specific text patterns without emphasising the language aspect. For example, in the writing class, the teacher gives material about announcements, but the teacher does not explain the correct order to make a good announcement. The teacher only gives assignments without explaining in more detail about the related material so that it has an impact on students' writing methods including students' grammar. Then the students felt that there was no improvement in terms of grammar because the teacher did not check the assignment directly. As stated by FO students, they stated that *"The teacher did not explain or check our assignments so we didn't know if our writing*

was correct or not, our grammar was correct or not". The same thing was said by JS students who stated that *"I feel there is no improvement in terms of grammar because the teacher never gives feedback on my writing"*.(Private Communication, 25 September 2021).

Teachers do not provide feedback or corrections about student assignments. Based on data obtained from interviews, researchers received information from eleventh-grade students by using WhatsApp in writing activities where the teacher only gave the suitable job emoticon when the lesson was over or when the teacher had sent the lesson material. For example, at a learning focus meeting, the teacher should explain the material presented, but the teacher does not explain and correct students' writing or provide feedback on student writing. The teacher only sends assignments and instructs them to collect when the teacher has set them. As revealed by HU students, they stated that *"The teacher only sent assignments and other friends and I responded, then the teacher only sent good job emoticons"*. The same thing was also said by PS students who stated that *"The teacher never corrected or responded to my writing"*.(Private Communication, 25 September 2021).

4.1.2 Students Difficulties in Paragraph Organization

Students admitted to having difficulty writing paragraphs in paragraph organization via WhatsApp. Based on the data obtained from interviews, the researcher obtained information from class XI students by using WhatsApp in writing activities. Students are also confused in determining the topic or main idea in writing paragraphs via WhatsApp. Students feel that there are some difficulties in writing appropriate paragraphs, coherence, cohesion, and unity. For example, in learning to write, students just do the assignments from the teacher and then upload them on WhatsApp without any input, comments or, revisions. As expressed by an FR student, *"I don't know if my writing is correct because there is no correction from the teacher for my writing"*. The same thing was said by JS, *"there was no explanation from the teacher about the*

material being taught or how to write the correct paragraph". (Private Communication, September 25, 2021).

The teacher only sends writing assignments to students without any meaningful feedback about paragraph unity. Based on the data obtained from interviews, the researcher obtained information from class XI students by using WhatsApp in writing activities where the teacher only provided material, exercises and assignments, after that the teacher did not provide feedback on the students' writing results so that writing became better. As stated by the PS students, they stated that "yes, we only did the assignment from the teacher without being given an explanation on how to write a good paragraph". The same thing was said by a HU student who admitted, "Teachers only gave clear statements to us and then collected them via WhatsApp without any comments". (Private Communication, September 25, 2021).

4.1.3 Students Felt Flexibility in The Learning Process

Students claimed that they could access and submit the assignments in writing activities by using WhatsApp. Based on the data obtained from interviews, the researcher received information from eleventh-grade students by using WhatsApp in writing activities where students felt that the time in collecting assignments became more flexible, for example, when students received assignments from the teacher, students did not have to collect duties right away as happened in the classroom. An offline class where students are required to submit assignments directly by the provisions of the teacher in style but not when online learning like this students gets additional time from the teacher. As revealed by DO students, "*in collecting assignments, teachers are more flexible, they can give 3 hours or even 1 week to do their assignments*". In addition, PS students said that "*we don't have to submit assignments right away and we are given additional time to do them*". (Private Communication, 25 September 2021).

4.1.4 Students Feel There Is No Feedback From The Teacher

Students feel that the teacher only gives assignments without explaining the material. Based on data obtained from interviews, researchers received information from eleventh-grade students by using WhatsApp in writing activities where students felt the teacher did not respond in the teaching and learning process, for example, at a material meeting, the teacher gave about announcements with the teacher explaining in detail what statements were. And how the patterns of writing announcements are excellent and correct, but in fact, what happens in the field the teacher only provides material by including the pages in the student textbook so that students can then see and do the assignments in the book without explaining the material. Then, if students feel confused about what they are doing, they will ask the teacher via WhatsApp, but the teacher rarely responds to questions from students so that students feel they don't get new knowledge and don't know what to do. As expressed by FR students, "*yes, the teacher only gives assignments without explaining the material*". In addition, JS students said that "the teacher *only gives assignments. If we are confused with the material, then we ask the material, the teacher rarely responds, sometimes there is no response at all.*" (Private Communication, 25 September 2021).

1.1 Discussion

After analyzing the data using thematic analysis, the researcher found students' perceptions about the use of WhatsApp in reading activities. Which consists of (a) Students felt that there is not much improvement in grammar in their writing after the writing activity, (b) There were some difficulties in writing a paragraph with paragraph organization, (c) Students felt that there is flexibility of time in the learning process, (d) Students felt that there is no response from the teacher in the teaching and learning process.

The first perception of students Students feel that there is not much improvement in grammar in their writing after the writing activity. There is a perception that students do not

improve in their writing because students only write one paragraph without being checked directly by the teacher and the teacher does not provide feedback or corrections about student assignments. According to Richard (1990) Learning to write in a first or second language is one of the most difficult tasks faced by students (p. 100). Not only for those who learn English as a foreign language or a second language, but it is also difficult for native speakers (Esmeralda, 2013). Good writing must pay attention to several aspects of writing; grammar, vocabulary, mechanics, content, and organization (Hartfiel et al., 1985, p. 89). Grammar is a set of rules that help students construct sentences that make sense and are in acceptable English (Fabrain & Whinch, 1996, p. 108).

The second there were some difficulties in writing a paragraph with paragraph organization. The problem students generally have in the writing process is how to organize these ideas into sentences. According to Nation (2009), some students can say what they want to write but have difficulty writing it (p.19). This is because students have difficulty developing ideas and sometimes do not know what they want to write. When writing, students usually write content that does not fit the theme.

The third perception of students is that students feel there is flexibility of time in the learning process. There is a perception that students feel students claim that it is easy to access and send assignments in writing activities using WhatsApp. According to Mahmoud and Fayez (2013) revealed that WhatsApp platform provides open and flexible space for participants to communicate, express ideas and exchange information. In addition, our analysis supports the idea that WhatsApp is not just another platform that students use to communicate with teachers; considering its affordability, using it for this purpose demonstrates the need for students to create close and meaningful student-teacher relationships, perhaps to increase their sense of belonging to the school, which is very important for their personal growth (De Wit, Karioja, & Rye, 2010). In conclusion, the interaction between teacher and students is interesting.

The fourth perceptions of students are students feel there is no response from the teacher in the teaching and learning process. In the Indonesian context, “It is common that students at the university level are passive in the classroom” (Mukminin, 2012, p. 22). In terms of arguing with others in the classroom and in the educational setting more broadly, it is also not common. Students are likely to be silent and listen to their teachers during teaching and learning processes. “Their familiarity with “passive classroom” culture or teacher-centered instruction combined with their limited English ability kept them silent in class and made it difficult for them” (Mukminin, 2012, p. 22) to be active in the classroom. This may influence them in writing argumentative essays because English as a foreign language (EFL) students often lack experience in writing academic texts in their first language.

For the explanation above, the researcher concludes that the use of WhatsApp can be an option for media in the teaching and learning process, but the teacher should be ready to prepare not only the benefits but also the disadvantages of using WhatsApp in this activity.