

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents: (1) finding, and (2) discussions

4.1 Findings

The research findings presented in this study were the teachers' perceptions on the use of WhatsApp in writing. The interview data was analyzed by using thematic analysis. The descriptions of the finding are explained as follows:

4.1.1 Teachers' Perceptions on the of Use of WhatsApp in Teaching Writing

After analyzing the data from the interviews, the researcher found that the teachers' perceptions of teaching writing by using WhatsApp. The themes and analysis of codes gained from the qualitative data obtained from semi-structured interviews were explained in table 1.

Table 1: Teacher's Perception on the use of WhatsApp in Writing

Themes	Codes
1. Independence from time and location in teaching writing by using WhatsApp	A. The teachers claimed that teachers were independent time and location to managing in teaching and learning writing by using WhatsApp.
2. Grammatical error in learning writing by using WhatsApp	A. The teacher claimed that the most of students were less of abilities in learning writing because they didn't understand grammar well.

3. Lack of vocabulary in writing activities by using WhatsApp	<p>A. The teachers said that the most of the students were difficult to chose vocabulary in learning by using WhatsApp because students had limited vocabulary</p> <p>B. The teachers said the students have unmotivated in learning writing by using WhatsApp</p>
4. Internet connection in writing by using WhatsApp	<p>A. The teachers said that some of students had difficulty in buying quotas with good operators.</p> <p>B. The teachers said there were some students who did not have their own smartphone.</p>
5. Incomplete WhatsApp features in teaching writing	<p>A. The teachers said they were overwhelmed in correcting student assignments because the features on WhatsApp were not complete</p>

Themes and codes obtained from qualitative data as listed in table 4.1.1 are explained to determine teachers' perceptions on the use of WhatsApp in teaching writing: a case study at SMPN 44 Palembang. Various information was found about teachers' perceptions on the use of WhatsApp in writing activities,

such as: (1) Independence from time and location in teaching writing by using WhatsApp, (2) Grammatical error in learning writing by using WhatsApp, (3) Lack of vocabulary in teaching writing by using WhatsApp, (4) Internet connection in writing by using WhatsApp, and (5) Incomplete WhatsApp features in teaching writing.

4.1.1.1 Independence from time and location in teaching writing by using WhatsApp

Based on the data obtained from interviews, it was found teachers' perceptions about teaching writing by using WhatsApp. The researcher found that the teachers claimed that teachers were independent time and location to managing in teaching and learning writing by using WhatsApp. Teachers 1 said that *"I think because now it is not allowed to have face-to-face meetings, WhatsApp makes it easy for me to access it wherever and whenever. And to collect assignments, I also feel calm because they are collected online and it saves my time in teaching."* (Interview, September 15, 2021). Teachers 2 said that *"Yes, I feel wherever and whenever to depend on their schedule. As long as there is the internet I can easily teach in my class groups using WhatsApp"* (Interview, September 16, 2021). In short, teachers could teach writing anywhere and anytime depending on the schedule.

4.1.1.2 Grammatical error in learning writing by using WhatsApp

The researcher found the teacher claimed that the most of students were less of abilities in learning writing because they did not understand grammar well.

Teachers 1 said that *“no, I don’t think so, I teach 7th grade that they just write what they want, with grammar they know, because previously most of them did not understand grammar properly.”* (Interview, September 15, 2021). Teachers 2 said *“No, they haven’t had any upgrades. Because many students here do not understand grammar well. So this is a bit difficult, especially during this pandemic I don’t know whether students are learning well or not.”* (Interview, September 17, 2021). In short, the teachers felt the students not have grammar improvement in learning writing by using WhatsApp because they didn’t understand grammar well.

4.1.1.3 Lack of vocabulary in teaching writing by using WhatsApp

The researcher found that the teachers said that the most of the students were difficult to choose vocabulary in learning writing by using WhatsApp because students had limited vocabulary. Teachers 1 *“As far as I have observed, they don’t have progress in vocabulary but it depends on the students. They have difficulty in choosing the words to use because of limited vocabulary. They should learn and discuss writing in WhatsApp groups indirectly they can add new vocabularies. But very few students pay attention to the lesson.”* (Interview, September 15, 2021). Teachers 2 said that *“There are some students who gain vocabulary but there are also students who do not improve at all because they have limitations in choosing vocabulary. But most of them have no progress in their vocabulary which I can see from their writing. And it depends on the students’ motivation in learning.”* (Interview, September 16, 2021). From the

information above, the teachers felt the students' not have the progress of vocabulary in teaching writing by using WhatsApp.

4.1.1.4 Internet connection in teaching writing using WhatsApp

The researcher found that the teacher said that some of students had difficulty in buying quotas with good operators. Teachers 1 said that *“But we don't know the condition of students during this pandemic, as far as I know, many students here belong to the lower middle class, some of whom have difficulty buying quotas with the good network quality. But some time ago there was a quota given to students for free by the government but it could not cover all learning activities”*. (Interview, September 15, 2021). Teachers 2 said that *“for me no, because I use wifi at home and use wifi at school but if the lights go out I will use my internet quota. However, students who are a bit problematic are given quotas, some time ago students were also given quotas but students were not given quota facilities every month from the government.”* (Interview, September 16, 2021).

In addition, from the interview the researcher also found that there were some students who did not have their own smartphone. Teacher 1 mention that *“There are some students who do not have smart phones, we provide solutions for students to come directly to the school. But we don't know the condition of students during this pandemic, as far as I know, many students here belong to the lower middle class.”* (Interview, September 15, 2021). Teachers 2 *“Very influential, if there is no internet of course I can't teach. But so far I feel that the internet connection runs smoothly. Oh yes, one more thing for students who do*

not have smart phones, it is recommended to study directly at school.” (Interview, September 16, 2021). From the information above, the teachers said the students had problems with the cost of internet connection and some of them; they didn't have smartphones so they could not access the internet and they could not learn writing by using WhatsApp.

4.1.1.5 Incomplete Whatsapp features in teaching writing

The researcher found that the teacher said they were overwhelmed in correcting student assignments because there was special feature in WhatsApp. Teacher 1 *“So far there have been no problems with WhatsApp which can directly connect with students without having to log into the application first. However, I am a bit overwhelmed in correcting student assignments because WhatsApp does not yet have a feature to view assignments automatically.”* (Interview, September 15, 2021). Teachers 2 *“I prefer to collect assignments in the form of a social network; I can directly provide feedback there, especially during a pandemic like this we can't meet face to face. But that I was a bit overwhelmed in checking student assignments.”* (Interview, September 16, 2021). In short, the teachers felt overwhelmed in correcting students' assignments. In WhatsApp, there was no tool or features to detect students' mistakes in writing to facilitate teachers to check the assignment.

4.2 Discussions

After researcher analyzed the results of the data analysis, researcher found that there was some information about students' perceptions on the use of Google

Classroom in learning writing divided into: (1) Independence from time and location in teaching writing by using WhatsApp, (2) Grammatical error in learning writing by using WhatsApp, (3) Lack of vocabulary in teaching writing by using WhatsApp, (4) Internet connection in teaching writing using WhatsApp, (5) Incomplete WhatsApp features in teaching writing.

First, in terms of the aspect of independence from time and location in teaching writing by using WhatsApp, the teachers claimed that teachers and students were independent of time and location to manage teaching and learning writing by using WhatsApp. The students did not need to submit their assignments directly and the teachers can check students assignments everywhere and anytime. The finding was supported Prasojo (2017) they found that in learning they were easy to collect assignments, felt free to do assignments anywhere and anytime, something was also felt by the teacher. Additionally, Mikic et al., (2007) believed that mobile learning created a new learning environment that allows learners to learn at any time and from any location using action learning aids, teaching materials, teachers, and other learners. From this explanation, the researchers found the same results at SMPN 44 Palembang from other findings in previous studies. Through the use of WhatsApp, the teachers are not needed to accept the assignment directly in the school. It makes it teachers easy to go everywhere because they go with their smartphones.

Second, grammatical errors in learning writing by using WhatsApp. The teacher claimed that the most of students were less abilities in learning writing because they not understand grammar well. The teacher did not find an increase

in the vocabulary of the students because they did not understand the grammar well, they only wrote what they knew and the teacher did not know whether they actually followed the lesson or not. The finding was an agreement by Rahmayanti (2018) who found that grammar errors happened when students cannot fully understand English sentence structure. The students have poor knowledge about certain rules in English. It is impossible to learn a language without learning its grammar. Grammatical errors often happen when students do not have enough knowledge about grammar rules (Abbasi & Karimnia, 2011).

Third, lack of vocabulary in learning to write by using WhatsApp. The teachers said that most of the students were difficulty choosing vocabulary in learning WhatsApp because students have limited vocabulary. The teachers did not find the progress in vocabulary because the students have less motivation in learning writing by using WhatsApp and the students have limited vocabulary. In contrast to Ma'ruf et al. (2019) they found that students experienced an increase in vocabulary in learning writing by using WhatsApp. From the explanation above, the researcher found that there were differences in the results between the data that the researchers found at SMPN 44 Palembang with other findings from previous studies. This is supported by Hidayat et al. (2015) in their research which found that students had difficulties in increasing vocabulary because they did not have a lot of vocabulary. Also there are some students unmotivated in learning by using WhatsApp in writing. According to Barhoumi (2015) some factors influence the students' motivation in interacting with their peers online in course discussions. These factors are examined at the technological, individual, and

community levels. The technological level is concerned with habits and usability. The individual level concerned with the affordances of the tool as perceived by the students.

Forth, internet connection in teaching writing using WhatsApp. The teacher said that some of the students had difficulty in buying internet quotas from good operators. Most of the students are lower middle class and the government gives quota but it's can not cover all learning. The finding was supported Prasojo (2017) that students are required to prepare a good operator in order to make them able to write and send their assignments everywhere. As a result, they have to buy more expensive internet access card. in addition, the findings conducted by Ismail et al. (2020) they said that the main concern of the challenge is heavily pointed to the poor internet connection experienced by the students. Besides that, the institution did not provide internet quota for the students in learning activities. Also, there were some students who did not have their own smart phones. It is supported by Setyawan (2020) he mentioned that "People connect with each other through an internet that needs media as a tool and it can be a smart phone, tablet or computer, meanwhile, several students do not have a smart phone". The finding was supported by Ma'ruf (2019) who stated that all the respondents decided that they had the same problem: linking to the internet

Finally, the WhatsApp feature in teaching writing. The teacher admitted that he was overwhelmed in correcting student assignments because the features on WhatsApp were not complete. Most student send assignments are entered via private chat. This is what causes the teacher to have difficulty in checking student

assignments. This is in contrast to the research they conducted by Nihayati and Indriani (2021), they found that during online learning teachers always use features on WhatsApp such as voice notes, media files such as pdf, ppt, documents, etc. help in online learning by using WhatsApp. From the explanation above, the researchers found differences in the results between the data that the researchers found at SMPN 44 Palembang, teachers were overwhelmed by checking student assignments in one meeting without any features to make it easier for teachers to correct students' assignments. This is supported by Gon and Rawoker (2017) who found that WhatsApp shortcomings were message flooding. This is what causes teachers to be overwhelmed when correcting student assignments due to message flooding. WhatsApp does not yet have a feature to filter student assignments. In addition, with the increased amount of incoming messages, individuals have been found to feel unable to effectively process and respond to such messages (Stephens et al., 2017).

In short, the use of WhatsApp in writing could give positive impacts on the students and teachers. The teachers felt that the use of WhatsApp during this pandemic situation was really helped them. WhatsApp is really practical to be used; the teachers and students could access and submit the materials anytime and anywhere. Not only WhatsApp brings positive impact, but also there were some negative impacts, such as the students had problems with the internet connection and some students did not have smartphones to access Whatsapp, and teachers felt the students no grammatical and vocabulary improvement after being taught by using WhatsApp.