

## 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 teacher's perceptions on the use of WhatsApp in reading activities at SMPN 48 Palembang. The data obtained from the interview analyzed by using thematic analysis were described as follows.

##### 4.1.1 Teacher's Perceptions on The Use of WhatsApp in Reading Activities

After analyzing the data from interview, the researcher found advantages and disadvantages of using WhatsApp during in reading activities experienced by the teacher at SMPN 48 Palembang. 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 advantages of WhatsApp for reading activities**

| No | Themes   | Codes   |
|----|--|---|
| 1  | WhatsApp was an alternative e-learning platform for online classes to achieve learning goals | The teacher claimed that she felt that WhatsApp was an alternative application to be used in teaching reading activities because most of students have social media on their android phones including WhatsApp. |

|   |   |   |
|---|---|---|
| 2 | WhatsApp helped the teacher to deal with students' fear in the reading activities | The teacher claimed that she was able to overcome students' fear in reading activities by using WhatsApp.   |
| 3 | WhatsApp helped the teacher to improve students' confidence                       | The teacher believed that the students were confident during reading activities by using WhatsApp.  |
| 4 | WhatsApp helped the teacher to increase students' awareness of their own mistakes | The teacher believed that the students were easy to recognize and they could learn from their friends' mistakes to improve their English during reading activities by using WhatsApp. |
| 5 | WhatsApp made the teacher easy to prepare and deliver the material                | The teacher claimed that she was not difficult to prepare and to send the material in learning reading activities by using WhatsApp.  |
| 6 | WhatsApp helped the teacher to improve students' motivation in reading activities | The teacher claimed that students were motivated since she gave high score if they could answer the question during reading activities by using WhatsApp.                             |

**Table 4.1.2 Themes and codes of disadvantages of WhatsApp for reading activities**

| No | Themes   | Codes  |
|----|--|--|
| 1  | WhatsApp did not promote an active participation from the students | The teacher claimed that WhatsApp did not make the students to be active in participating during reading activities. |
| 2  | WhatsApp made the students   | The teacher claimed that she realized  |

|   |  |  |
|---|--|--|
|   | commit plagiarism to do their assignments  | that WhatsApp made the students tended to copy and paste the assignment because they did not understand the material in learning reading activities by using WhatsApp. |
| 3 | WhatsApp did not ease the teacher to attract students' attention                             | The teacher claimed that she did not get the students' attention because most of students were passive during reading activities by using WhatsApp.                    |
| 4 | Teacher was forced to be patient in controlling the WhatsApp group during reading activities | The teacher claimed that she had difficulty to control students and to be patient during learning reading activities by using WhatsApp.                                |

The themes and codes gained from the qualitative data as list in table 4.1.1 was described in order to know the teacher's perceptions on the use of WhatsApp in reading activities at SMPN 48 Palembang. it was divided into ten perceptions consisting of (1) WhatsApp was an alternative e-learning platform for online classes to achieve learning goals; (2) WhatsApp helped the teacher to deal with students' fear in the reading activities; (3) WhatsApp helped the teacher to improve students' confidence; (4) WhatsApp helped the teacher to increase students' awareness of their own mistakes; (5) WhatsApp made the teacher easy to prepare and deliver the material; (6) WhatsApp helped the teacher to improve students' motivation in reading activities; (7) WhatsApp did not promote an active participation from the students; (8) WhatsApp made the students commit plagiarism to do their assignments; (9) WhatsApp did not ease the teacher to

attract students' attention; and (10) Teacher was forced to be patient in controlling the WhatsApp group during reading activities. The description was described as follows.

#### **4.1.1.1 WhatsApp was an alternative e-learning platform for online classes to achieve learning goals**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that the teacher chooses WhatsApp as an alternative for the teaching and learning process of students in reading activities. As stated by the English teacher: *“For now, it's good, because WhatsApp is an alternative for students in the teaching and learning process outside the classroom or at home when teachers and students cannot meet face to face during this COVID-19 pandemic”*. Then, the teacher also mentioned: *“When it comes to teaching reading through WhatsApp, I think it's quite good to use WhatsApp because when they study they can find out a lot of information from the internet and can answer the questions I given”* (Personal Communication, October, 11<sup>th</sup>, 2021). In short, teaching reading by using WhatsApp increases students' information knowledge. This shows that online learning with WhatsApp did not lessen the motivation for the students to learn.

#### **4.1.1.2 WhatsApp helped the teacher to deal with students' fear in the reading activities**

Based on the data obtained from the interview, the researcher got the information from the teacher of English by using WhatsApp in learning reading, students felt overcome their fear of using language in discussions using

WhatsApp. As confessed by the English teacher: *“Yes, WhatsApp helps students feel comfortable and not afraid when learning because it is not done face-to-face, because during online learning especially in learning to reading by using WhatsApp”*. Then, the teacher also said: *“I usually give them a text to understand then I give questions from the text and they can answer them without having to be afraid, even though their answers are right and some are wrong feel the don't have to afraid because they didn't meet me face to face”* (Personal Communication, October, 11<sup>th</sup>, 2021). So, they are not met face to face with the teacher, because students felt at ease and are not hesitant to learn through WhatsApp.

#### **4.1.1.3 WhatsApp helped the teacher to improve students' confidence**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that by using WhatsApp in reading activities, students were build their confidence in using the language and helped students learn the language better. As confessed by the English teacher: *“Yes, WhatsApp can make students feel confident because they can answer questions from me and they can find answers from the internet so they feel confidence when studying and then they feel relaxed or not nervous during the teaching and learning process by using WhatsApp, students can build their confidence in using the language and help students learn the language better”* (Personal Communication, October, 11<sup>th</sup>, 2021). Thus, students were relaxed and their sense of nervousness is reduced during the learning process.

#### **4.1.1.4 WhatsApp helped the teacher to increase students' awareness of their own mistakes**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that by using WhatsApp in learning reading, students were find out and learn mistakes from their friends and made students follow the online learning process in learning reading activities by using WhatsApp. As confessed by the English teacher: *“Yes, in my opinion, they learn a lot from their friends' mistakes in answering. With that students can learn better and are willing to listen and follow the online learning process very easily”* (Personal Communication, October, 11<sup>th</sup>, 2021). So that, students were learned from their friends' mistakes in answering questions from the teacher.

#### **4.1.1.5 WhatsApp made the teacher easy to prepare and deliver the material**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that by using WhatsApp in reading activities, the teacher was not difficult to prepare material in teaching English by using WhatsApp. As confessed by the English teacher: *“Approximately one hour a day before teaching. And when preparing the material that I will teach to students. I don't think it's difficult because the material I give to students is in accordance with the theme in the book”* (Personal Communication, October, 11<sup>th</sup>, 2021). Pointly, teacher was prepared the materials and sent the materials easily during online teaching and learning activities by using WhatsApp.

#### **4.1.1.6 WhatsApp helped the teacher to improve students' motivation in reading activities**

Based on the data obtained from the interview, the researcher got the information from the teacher of English by using WhatsApp in reading activities, Learning with the help of online applications such as WhatsApp was increased student learning motivation in building and developing knowledge. As confessed by the English teacher: *“Yes I do, I motivate students by way of when the learning process takes place, I motivate students to be enthusiastic about learning by asking questions and asking students to answer questions from me and I will give high score to students first, then if there are students who are embarrassed to answer, students may give the answer via personal chat to me on WhatsApp”* Then, the teacher also mentioned: *”I think it is partly motivated because I will ask students one by one to read one sentence from a story text. Then another student I asked students to translate the text of the story that I gave. and I think some of them are not motivated because they are ashamed and afraid of reading the wrong sentence of the story text that I gave”* (Personal Communication, October, 11<sup>th</sup>, 2021). Therefore, The use of WhatsApp had added to facilitating students' knowledge of using WhatsApp and students' learning motivation to be proactive.

#### **4.1.1.7 WhatsApp did not promote an active participation from the students**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that by using WhatsApp in reading activities. The most of students were less interaction and did not participate in the discussion by using WhatsApp. As confessed by the English teacher: *“In my*

*opinion, there are students who participate in the process of learning to read, who get silent readers. Because not many students understand and are active in learning to use WhatsApp. Students who are active, they can answer the questions that I give while students who are not active, I think they are just silent readers because of many factors, first there are students who do not have the facilities to study such as android phones, then students do not understand the material then they become silent readers” (Personal Communication, October, 11<sup>th</sup>, 2021).*

Thus, students who did not participate does not mean they did not want to but the lack of availability that students have such as not having internet facilities

#### **4.1.1.8 WhatsApp made the students commit plagiarism to do their assignments**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that by using WhatsApp in reading activities, the most of students felt difficult in learning reading activities and make students prefer to copy their friends' assignments in the learning process by using WhatsApp. As confessed by the English teacher: *“It doesn't matter because of the current pandemic, I can't prohibit or reprimand students not to copy their friends' assignments. The most important thing is that students can learn and do the assignments that I give, My strategy for students who like to copy and paste answers, I give two questions from the assignments I gave before, then I ask them to directly answer the question and then if the answer is the same as what they have answered from the assignment I gave. That means they do it themselves. But if they can't, it means they are copying assignments from their friends” (Personal*



Communication, October, 11<sup>th</sup>, 2021). In summary, students did not understand the material and embarrassed to ask the teacher so students are more interested in copy and paste their friends' assignments.

#### **4.1.1.9 WhatsApp did not ease the teacher to attract students' attention**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that by using WhatsApp in reading activities, students' lack of attention to the material provided by the teacher. As confessed by the English teacher: *“My response to students who were less active when I taught reading was that they did not understand the English text. Due to their lack of ability in English vocabulary and their interest in learning English, I usually ask the silent readers or inactive students to answer my quest I give during the learning process, I ask students to make the task of reading a text recorded via video to increase the value of students who are not active when studying”* (Personal Communication, October, 11<sup>th</sup>, 2021). Therefore, the abilities of students and asking for English lessons made students less active in participating in online English learning using WhatsApp.

#### **4.1.1.10 Teacher was forced to be patient in controlling the WhatsApp group during reading activities**

Based on the data obtained from the interview, the researcher got the information from the teacher of English that by using WhatsApp in reading activities, teachers must always be patient to control groups and students who do not have smartphones cannot access WhatsApp. As confessed by the English teacher: *“Yes, I have to be patient. Because we are as teachers must guide*

*students to understand the lessons given. Then in learning English, I also have to be able to understand students. Due to the limitations of students who do not understand by using English. So we one as teachers must be patient to guide students to be able to learn English, especially in reading.*” (Personal Communication, October, 11<sup>th</sup>, 2021). In brief, the teacher must be patient in controlling the WhatsApp group when the teaching and learning process takes place so that students was enjoyed while learning and did not make students feel pressured or forced.

## **4.2 Discussions**

After analyzing the data by using thematic analysis the researcher found that the teacher there were the teachers’ perception on the use of WhatsApp in reading activities. Those consisted of (a) WhatsApp was an alternative e-learning platform for online classes to achieve learning goals; (b) WhatsApp helped the teacher to deal with students’ fear in the reading activities; (c) WhatsApp helped the teacher to improve students’ confidence; (d) WhatsApp helped the teacher to increase students’ awareness of their own mistakes; (e) WhatsApp made the teacher easy to prepare and deliver the material; (f) WhatsApp helped the teacher to improve students’ motivation in reading activities; (g) WhatsApp did not promote an active participation from the students; (h) WhatsApp made the students commit plagiarism to do their assignments; (i) WhatsApp did not ease the teacher to attract students’ attention; and (j) Teacher was forced to be patient in controlling the WhatsApp group during reading activities. Therefore, the explanation of the

perceptions were described as following in order to know further much information about them.

The first was it proved that there were many advantages in the reading activities by using WhatsApp which was an alternative e-learning platform for online classes to achieve learning goals. The emergence of perception was the teacher claimed that she felt that WhatsApp was an alternative application to be used in teaching reading activities because most of students have social media on their android phones including WhatsApp. Pratama and Yusro (2016) stated that WhatsApp is an option that can be applied in the era of technology and communication that is growing too high now. Amry (2014) mentioned that WhatsApp has helped students easily share knowledge through WhatsApp social networking even WhatsApp is a good solution to improving community level interaction and social presence among students. Furthermore, the COVID-19 pandemic highlights the need to use online models and applications such as WhatsApp to achieve learning goals.

In addition, another advantages obtained from this reading activities by using WhatsApp was that WhatsApp helped the teacher to deal with students' fear in the reading activities. The emergence of perception was the teacher claimed that she was able to overcome students' fear in reading activities by using WhatsApp. Afsyah (2019) indicated that students are happy and comfortable using WhatsApp in learning English because students can use English and are not afraid and ashamed to use grammar and choose the right vocabulary. Juliana (2021) stated that WhatsApp can inspire students to hide them from obstacles that can affect

their learning performance, such as fear of failure or embarrassment to practice English. Pointly, to overcome their fears in discussions using English in online activities, it turns out that using WhatsApp groups students feel happy and enjoy these activities by studying together in a group or a team.

Furthermore, another advantage of the reading activities by using WhatsApp was WhatsApp helped the teacher believed that the students were confident during reading activities by using WhatsApp. Juliana (2021) showed that WhatsApp can help students build confidence, enthusiasm, and independence in studying and exploring their English skills. Mwakapina, Mhandeni and Nyinondi (2016) defined that students are always worried about making mistakes while studying, but WhatsApp makes them feel relaxed among friends. in this case, it is more likely that students will participate and learn more. For that case, students will feel relaxed and their tension is reduced during the learning process.

WhatsApp helped the teacher to increase students' awareness of their own mistakes also included in the advantages of reading activities by using WhatsApp at SMPN 48 Palembang. The emergence of perception was the teacher believed that the students were easy to recognize and they could learn from their friends' mistakes to improve their English during reading activities by using WhatsApp. Mwakapina, Mhandeni and Nyinondi (2016) indicated that providing enough opportunities for students to know their errors and mistakes to improve English vocabulary, giving broader understanding of the topics discussed in class, giving prior information of what will be discussed in class and many other. Juliana (2021) claimed that students regarding their perception of using WhatsApp to learn

English, students see WhatsApp as an effective application, saving time and motivating them to be braver and not be afraid of making mistakes. So that, giving opportunities for students to know and learn their mistakes to improving English language interactions.

The next advantages of the reading activities by using WhatsApp which was held in school at SMPN 48 Palembang was that WhatsApp made the teacher easy to prepare and deliver the material. The emergence of perception was the teacher claimed that she was not difficult to prepare and to send the material in learning reading activities by using WhatsApp. Maqlubin (2021) found that WhatsApp made the teacher easy to deliver the materials and it can be scheduled based on the teachers' wishes and the students' time to finish their work. These are in the form of a Covid-19 emergency daily learning plan, weekly learning implementation plans and semester programs that still refer to the standard level of achievement of child development. Napratilora, Lisa and Bangsawan (2020) mentioned that WhatsApp is very useful in teaching and learning activities, especially in teaching reading, teachers can send material to students anytime and anywhere. In addition, it is also easy for teachers to inform students about schedule changes or assigning reading assignments, additional assignments, homework, and assignments before starting class. Therefore, teachers can prepare materials and send materials easily during online teaching and learning activities even students are easy to provide information to teachers when they can not be present in class and easy to follow materials and assignments in WhatsApp groups.

The sixth teacher's perceptions on the use WhatsApp in reading activities was WhatsApp helped the teacher to improve students' motivation in reading activities. The emergence of perception was the teacher claimed that students were motivated since she gave high score if they could answer the question during reading activities by using WhatsApp. Afsyah (2019) found that the teacher must have the skills to motivate students so that students have more motivation to learn English. After that, the teacher gives several questions to activate the students' background knowledge to help them understand what information they will learn. Erlina, Desvitasari, Marzulina, and Risfina (2020) stated that to motivate and interest students in learning English, teachers might provide teaching materials with a greater content and rich and relevant learning activities for example giving high score to student who answer the questions. Therefore, The use of WhatsApp has added to facilitating students' knowledge of using WhatsApp and students' learning motivation to be proactive.

Additionally, the researcher also found out that WhatsApp did not promote an active participation from the students was one of the teacher's perceptions on the use WhatsApp in reading activities at SMPN 48 Palembang. The emergence of perception was the teacher claimed that WhatsApp did not make the students to be active in participating during reading activities. Paramasivam (2021) stated that students did not actively participate in chat on whatsapp, and some of them revealed that they were lazy to contribute, so they chose to be silent rather than participate. Baguma et al., (2019) found that all students are unlikely to have cellphones with the same level of technology, and WhatsApp groups have the

potential to generate an untraceable volume of data, including non-mandatory relevant information at the individual level. This led to students using their smartphones because their smartphones' memory capacity is limited, making it difficult to download materials. Thus, students who do not participate does not mean they don't want to but the lack of availability that students have such as not having internet facilities.

On the other hand, the teacher's perceptions at SMPN 48 Palembang in reading activities by using WhatsApp found out that WhatsApp made the students commit plagiarism to do their assignments. The emergence of perception was the teacher claimed that she realized that WhatsApp made the students tended to copy and paste the assignment because they did not understand the material in learning reading activities by using WhatsApp. Yilmazsoy, Kahraman and Kose (2019) showed that some students can not all learn from the same material even WhatsApp causes students to tend to participate only by copying and pasting ready-made text. Therefore, the teacher must recognize and mark the answer to the assignment of each student who has sent their assignment, so that there is no manipulation of answers between students. If there are students who have the same answers to their assignments as their friends, the teacher should immediately ask the students.

Next, WhatsApp did not ease the teacher to attract students' attention also included in the disadvantages of reading activities by using WhatsApp at SMPN 48 Palembang. The emergence of the perception was the teacher claimed that she did not get the students' attention because most of students were passive during

reading activities by using WhatsApp. Maqbulin (2021) indicated that students complain about their problem with understanding the material because the teacher just gives simple instructions via a certain platform and this fact shows that students still overly rely on the teacher. However, Mualim, Ma'rufah and Sartika (2019) stated that not every student can adapt to this online learning, for some students are passive learners who are accustomed to grasping the materials from the teacher's explanation. Thus, this makes the dissemination of learning information still less than optimal even though it is already using WhatsApp.

Finally, the disadvantages of reading activities by using WhatsApp was teacher was forced to be patient in controlling the WhatsApp group during reading activities. The emergence of the perception was the teacher claimed that she had difficulty to control students and to be patient during learning reading activities by using WhatsApp. According to Desi, Rahmiatin, and Nasrullah (2021), Teachers cannot see and directly control student activities or student expressions when they respond or comment on learning and only some students actively comment on online discussions while other students only listen and and read message. Abubakar and Tsuraya (2021) found that the activities of all students are difficult to control because students only post their chats at the beginning of the meeting and then "leave" the class. Hence, the teacher must be patient in controlling student learning activities through WhatsApp and there are some students who do not have access to the WhatsApp.