

CHAPTER IV

FINDINGS AND DISCUSSIONS

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

4.1 Findings

The research presented in this study were teachers' perceptions on the use of WhatsApp for speaking activities: a case study at SMP Islam Az Zahra 2 Palembang. The interview data were analyzed by using thematic analysis. The descriptions of the finding were explained as follows:

4.1.1 Teacher's perceptions on the use of WhatsApp for speaking activities

After analyzing the data from interview, the researcher found several teachers' perceptions on the use of WhatsApp for speaking activities. Related to the benefit, while some others related to the limitations of using WhatsApp during speaking activities. The researcher used an initial name for all the involving participants. They were the first participant (DW) and the second participant (VR). The themes and analysis of codes gained from the qualitative data obtained from the depth-interview were described as follows.

Table 4.1.1 Themes and codes for teacher’s perceptions on the use of WhatsApp for speaking activities.

Themes	Codes
1. WhatsApp made the teachers easier to share speaking materials by using WhatsApp	The teachers claimed that they prepared the material through power point or videos as interesting as possible and share it through WhatsApp easily
2. WhatsApp did not build the students’ confidence in speaking English	The teachers said that from the assignment collected by the students, they found out students were not confident in speaking English
3. WhatsApp did not promote students independence in learning speaking	The teachers claimed that learning through WhatsApp made students not independent, because teachers could not see students working on their assignments directly
4. WhatsApp did not create enthusiast atmosphere in learning process among students	The teachers said that students were less enthusiastic about learning through WhatsApp, made students felt bored and there was lack interaction between teachers and students, because students lack the facilities to study from home

5. WhatsApp made the students became less active in learning English

The teachers said that teaching through WhatsApp made students less active, because it was constrained by signals and unclear materials.

6. WhatsApp did not make the students pay attention to learning English

The teachers stated that learning through WhatsApp made the students difficult to understand the material, therefore students rarely paid attention to the teacher's explanation through WhatsApp

The themes and codes gained from the qualitative data as list in table 4.1.1 were described in order to know teacher's perceptions on the use of WhatsApp for speaking activities: a case study at SMP Islam Az Zahra 2 Palembang. It was found that various information about teacher's perceptions on the use of WhatsApp for speaking activities. It was divided into six, one for benefit of using WhatsApp in speaking activities and six for limitations of using WhatsApp in speaking activities. The descriptions were as follows.

4.1.1.1 WhatsApp made the teachers easier to share materials speaking by using WhatsApp

Based on the data obtained from the interview, the researcher got the information from the teachers of English that by using WhatsApp in speaking activities, teachers were easy to share materials when teaching and learning process by using WhatsApp. As stated by DW. *“Prepare power point are attractive as possible so that students are interested in the learning and share it through WhatsApp for students to study first before learning begins”*. Then, VR mentioned. *“I prepare the material through power points, I make learning materials by using videos, so that it attracts students so that it is easier to understand learning through WhatsApp and do not make*

students feel bored". (Personal Communication, October 21, 2021). Thus, before learning began, the teachers prepared the material to share the students, and the teachers made power point and videos as interesting as possible so that students easily to understand the materials and do not feel bored in learning activities.

4.1.1.2 WhatsApp did not build the students' confidence in speaking English

Based on the data obtained from the interview, the researcher got the information from the teachers of English that by using WhatsApp in speaking activities, students felt less confidence in learning speaking activities by using WhatsApp. As said by DW. *"Only a few students were confident to say these words. Sometimes through WhatsApp I instruct students to read, there are some students who speak fluently and some are not fluent, maybe the students not confident to tell the materials. Then, VR also mentioned. "There are some who are confident and there are also who are not, because the students are afraid being wrong, one example is reading the conversation that I have given to the students"*. (Personal Communication, October 21, 2021). Thus, some students were not confident because the students were afraid of making mistakes in delivered the materials.

4.1.1.3 WhatsApp did not promote students independence in learning speaking

Based on the data obtained from the interview, the researcher got the information from the teachers of English that by using WhatsApp in speaking activities, students were not find independence to learn speaking activities by using WhatsApp. As state by DW. *"Learning through WhatsApp make students not independent, because I cannot see the independence of the student directly, maybe the parents will be do the students' task, not the students themselves"*. Then, VR also mentioned. *"Students are more independent in class than in WhatsApp, because in class I can*

see the students' ability, but through WhatsApp the students can learn with other people, one example is the student's parents. In my opinion is less independent it could be that the student is not doing the assignment but their parents are doing the student's assignment". (Personal Communication, October 21, 2021). In short, learning through WhatsApp the teachers cannot see directly the independence of students toward students to make assignment

4.1.1.4 WhatsApp did not create enthusiast atmosphere in learning process among students

Based on the data obtained from the interview, the researcher got the information from the teachers of English that by using WhatsApp in speaking activities, teachers felt less enthusiast students toward teaching and learning speaking activities by using WhatsApp. As said by DW. *"Students are less about learning through WhatsApp, because study at home is boring. So it could make the students less enthusiastic about learning through WhatsApp".* Then, VR also mentioned. *"There are some who are enthusiastic, because along with the times. Almost all students have WhatsApp, some students are lacking the facilities to study from home".* (Personal Communication, October 21, 2021). In short, learning through WhatsApp make students feel bored so that the students less enthusiastic to learn, because the students do not meet directly with the teachers.

4.1.1.5 WhatsApp made the students became less active in learning English

Based on the data obtained from the interview, the researcher got the information from the teachers of English that by using WhatsApp in speaking activities, students were felt to limit by signals so that students become less active in learning speaking by using WhatsApp. As said by DW. *"I ask first what the problems were that made the students less active class. Maybe there is material that not clear or the material that the students does not understand. If the students*

problem is about unclear material, I will repeat the explanation so that the students will understand the material I teach". Then, VR also mentioned. *"I ask them first about the constraint they faced the students are less active in class. Maybe the signal inference, the unoptimal learning at home and the students' quota that makes students less active in class"*. (Personal Communication, October 21, 2021). Thus, learning through WhatsApp made students less active, it could be the limit of signal or students do not understand the material.

4.1.1.6 WhatsApp did not make the students pay attention to learning English

Based on the data obtained from the interview, the researcher got the information from the teachers of English that by using WhatsApp in speaking activities, students had lack attention to learning speaking by using WhatsApp and the students do not understand the materials. At state by DW. *"If to pay attention through WhatsApp I do not think all students are paying attention, because some students find it difficult to understand the material being taught and that makes students do not pay attention to learning process"*. Then, VR also said. *"Learning through WhatsApp students rarely pay attention, especially when studying from home, students are less focused on learning. So, it is better to have face-to-face learning activities"*. (Personal Communication, October 21, 2021). In summary, students rarely pay attention when learning through WhatsApp, so the students were less focused and difficult to understand the learning given through WhatsApp.

4.2 Discussions

After analyzing the data by using thematic analysis the researcher found that the teachers there were the teachers' perceptions on the use of WhatsApp for speaking activities. Those consisted of (a) WhatsApp made the teachers easier to share speaking materials by using

WhatsApp; (b) WhatsApp did not build the students' confidence in speaking English; (c) WhatsApp did not promote students independence in learning speaking; (d) WhatsApp did not create enthusiast atmosphere among students; (e) WhatsApp made the students became less active in learning English; (f) WhatsApp did not make the students pay attention to learning English. Therefore, the explanation of the perceptions were described as following in order to know further much information about them.

The first perception was WhatsApp made the teachers easier to share speaking materials by using WhatsApp. The emergence of perception was the teachers claimed that they prepared the materials through power point or videos as interesting as possible and shared it through WhatsApp easily. The finding showed that the teachers prepare the material through power point and share videos through WhatsApp because it made the students easier to understand learning through WhatsApp and the teachers did not make students feel bored. Bouhnik and Deshen (2014) stated that sometimes teachers were the ones encourage the students to share information for the material and help each other. WhatsApp could be used to share images, videos and documents. According to Napratilora et. al (2020), the students are interested of use WhatsApp to share the materials, share the information, audio and videos. WhatsApp can be used in education and can develop students' skill. Thus, teachers can easily share the material during teaching and learning activities through WhatsApp and teachers make teaching material as interest as possible so that the students do not feel bored.

In line with the previous perception was WhatsApp did not build the students' confidence in speaking English. The emergence of perception was the teachers said that the students were not fluent and afraid of making mistakes in speaking English. The finding showed that only some students were confident to speak English, because the students afraid to tell the materials that the

teachers give. Mufanti (2015) showed that the students were felt unconfidence, worry, and shyness to communicate in English and it was suggested to support as what the students need to brave to communicate in speaking English. The lack of pronunciation skills were reduced the students' self-confidence and limit the students' social interaction. According to Aulia (2018), many students are not confident to speak the students' individual practice in front of their friends. In short, the teachers were trained the students so that students more confident to speak and communicative with others use English.

In addition, WhatsApp did not promote students independence in learning speaking. The emergence of perception was teachers claimed that learning through WhatsApp made students not independent, because teachers could not see students working on their assignments directly. The finding showed that teach and learn through WhatsApp made the students not independence and the teachers cannot see the students ability, because learning through WhatsApp the students learn with another people, for example the parents would made the students' task not the students themselves. Ahmad (2019) stated that students tend to learn only in face to face learning process in the classroom and less independent in learning. The discussion did not go well because students rarely ask questions in class, students choose to be passive in class and are not engaged in learning. According to Nurazizah (2021), students with low learning independence tend to be passive, not confident in learning, including during the Covid-19 pandemic. The Indonesian government has made a learning from home. In this situation, students independent was important in the online learning process during Covid-19 pandemic. Thus, some of possible causes of students not being independent among others, students do not understand the material, students were embarrassed to ask in class, not even interested and do not care about the lessons given.

The fourth perception was WhatsApp did not create enthusiast atmosphere among students. The emergence of perception was the teachers said that students were less enthusiastic about learning through WhatsApp, because it made students bored and there was lack interaction between teachers and students. The finding showed that students not enthusiastic learn through WhatsApp, because the students were feel bored learn from home and some students were lacked the facilities to study from home. Nurazizah et. al (2019) stated that students are not enthusiastic in speaking class. Because sometimes the students feel bored in join the class. In this case, the facts, concepts, and principles of teachers in teaching are mostly poured through lectures, questions, and answers. The teachers do most often in teaching and learning process is the most make students feel bored in attending class. According to Nuraeni (2021), students do not socialize with their friend and cannot understand the material and these children get bored because the students cannot meet with other friends. In short, teachers should train students more in teaching and learning process so that students were enthusiastic to learn and interaction between teachers and students, so the students do not fell bored.

The fifth perception was WhatsApp made the students became less active in learning English. The emergence of perception was the teachers said that teaching through WhatsApp made students less active, because it was constrained by signals and unclear materials. The finding showed that problems were made the students less active in the class, because the materials were not clear, signal inference and unoptimal learning at home, so that made the students became less active in class. Abdullah et. al (2012) stated that students still do not actively participate or become passive in classroom despite encouragements and use of various teaching methods by the teachers encourage participation from the students. Pambudi (2021) explained that many students are unable to take part in lessons due to signal constraints and poor internet access. This cause students

to be unable to understand and participate in learning optimally. In short, the teachers were must repeated the material so that the students could understand and became active in class.

The last perception was WhatsApp did not make the students pay attention to learning English. The emergence of perception was the teachers stated that learning through WhatsApp made the students difficult to understand the material, therefore students rarely paid attention to the teacher's explanation through WhatsApp. The finding showed that the students rarely pay attentions, because study from home made the students less focused on the materials and the students difficult to understand the materials. Cicekci and Sadik (2019) said that students who lack the attention have difficulties in following the instruction of the teachers, lose interest in lesson quickly and have problems following learning rules. According to Motaung and Dube (2020), students do not pay attention in discussions, make it difficult for teachers to facilitate the teaching and learning process. In short, students' attention in teach and learn through WhatsApp were difficult, because the students do not understand what the teacher teaches.

From the explanation above, the researcher concluded that teaching of use WhatsApp can be on of the online learning options in the teaching and learning process of speaking, but the teachers must know not only the benefits but also the limitations in teaching using WhatsApp.