CHAPTER IV

RESEARCH FINDINGS

This chapter presented the findings of the research based on the research questions; the teacher creates an interactive teaching and learning Syntax through the use of WhatsApp group, the students perceive about the using of WhatsApp group during the learning process, and the indication of WhatsApp as an interactive learning media.

A. Data Presentation

In this part, the researcher presented the data presentation based on the results of collecting data in the form of interview, questionnaire, and documentation. This was about the data presentation of the interview results that was gotten from the interview between the lecturer and the college students that was conducted on June, 19th – 24th 2020, and the questionnaire results. It was distributed on June, 19th 2020. This part also showed the data presentation was collected based on the documentation. It was used to give the real evidence, and was supported the interview and questionnaire results.

1. The teacher creates an interactive learning Syntax through WhatsApp group

This part, the researcher would display the data related to how the teacher creates the online learning process through WhatsApp in teaching learning Syntax based on the lecturer statements. The lecturer chose to be interview because in this case the lecturer was as the controller of the learning process. The others data were from the students statements.

There were some steps on using WhatsApp group for learning Syntax. Also there were rules that were made by the lecturer to control and handle the class on implementation of WhatsApp. The researcher asked to the lecturer about how the implementation on using WhatsApp in learning Syntax is. Then, the lecturer explained the steps of learning process.

The steps were: greeting, share the rules. Then, the lecturer asked the presenters to share the material in the form of PPT's document, and also the lecturer asked the students to attendance list. Next, question and answer section. The last was giving feedback, assignment, then greeting. It was proven by the statements of the lecturer and the students. Look at the statements below:

> *The first step is of course greeting, and then I continued to share the rules in the form of share messages. The next is I asked the presenters to share their PPT's document (through share document), meanwhile I also asked the students to list the attendance list and I give chance to the students who want to ask. Then, I'm waiting the answer of the presenters; I give several minutes to answer. When the chance time is over, I'll help to answer. If the time of class is over, then the discussion is not over. It will be continue for the next meeting. Finally is greeting.*

The statements above also supported by the students' statements about the learning process on Syntax online class. Look at the statements below (the statements of Students D):

> *For the process of the class, the first time ma'am Fa (as the lecturer) greets and asks us to fill the attendance list until full and then invites the presenters to share the PPT without papers, and then the presenters will ask the audience to give the questions which one we are confused.*

… After that the audience will ask to the presenters may be some questions then we have to fill the questions on list, we have to put the questions and our name. After some questions the presenters will answer. And sometimes when we are confused, ma'am Fa (as the lecturer) always gives us addition for making the students more understand. So, if the explanation is a bit complicating, ma'am Fa will help the students. And then, some audiences also have chance to give suggestion or addition for the presenters, so we just work together; share our opinion, if we are confused. And if the questions are already answered by the presenters and ma'am Fa(as the lecturer) so the class is done. And ma'am Fa (as the lecturer) will give assignment for the next meeting. She closes the class, then greats. I think that the process.

Furthermore, there were 12 rules that have to be understood by the students. The rules that were made by the lecturer could see on figure 4.1.

Figure 4.1 the rules on the online class
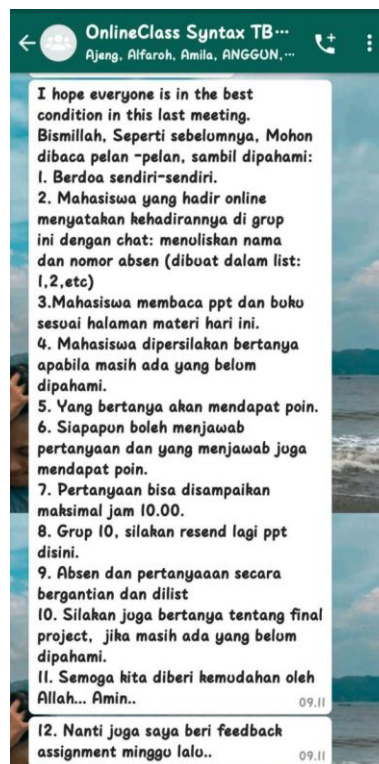
The rules could make the students were easier to follow the online class. It meant that the class was controlled. Because of it they know well what the next would do. It was like the students' statements below:

> *Students A: The rules made the class were controllable, and it could make conducive because the students know the learning process, so we felt comfort for learning.*
>
> *Students C: I think the rules made effective (class). Because when there were the rules, we just know what we will do in the class. So, it can guide us.*
>
> *Students D: I think for the impact (of the rules) is that the students become more interactive, and active, and then they feel free to ask to the presenters and the lecturers, and they know what they will do from the first class until the end of the class because it's already organize well.*

The others evidence that stated the implementation of WhatsApp on learning Syntax was controlled well were collected from the data questionnaire. The researcher asked to the respondents "Did the lecturer handle the class to be active and responsive class through WhatsApp group?" The data on Google Form showed that 94.9% the students chose yes. It meant most of the students agreed if the lecturer could handle the class. The students' reasons agreed about that case were because:

a) The lecturer always gives the instruction regularly, so the class was controlled.

b) The lecturer always gives chance to group member to ask regularly, so the class will be conducive.

c) The lecturer also always gives chance to fill the attendance list consecutively for the member group.

2. **The students perceive about the using of WhatsApp group during the process**

Some of the students stated that Syntax is the mathematic of English. It indicated that it has to be done on offline class, or it needs the direct explanation. But, because of this situation, pandemic outbreak, made the learning process has to be conducted on online class. Syntax subject which was taught by Ma'am Faizatul Istiqomah used WhatsApp for the learning process. The lecturer used WhatsApp because it was media or application that all of the students have, and it is familiar to be used. Look at the statements below (The lecturer's statement):

> *The reason of using WhatsApp (on learning Syntax) because I think it is a familiar and all of the students have it.*

Then, the students felt that learning using WhatsApp was not too bad. It was effective enough. Also so far the learning process was going smoothly. It was proved by the students' statements below**:**

> *Student A: (The learning process) effective enough on using WhatsApp. Because of (rules) the beginning being already right. So, (it was) easy and effective. The other subjects also used WhatsApp, but the results were not as much as better than Syntax.*
>
> *Students B: I think the using of WhatsApp group on Syntax was going smoothly because our lecturer, Ma'am Faizatul could organize well the WhatsApp group.*
>
> *Student C: I think effective because there are a lot of features on WhatsApp, and then it can support the learning process. Ma'am Fa (as the lecturer) also gives us the feedback. So, I think the learning process is good.*

Student D: I think it is not too bad. I mean I can understand what she teaches, what she explains, although she just uses pictures or written text, but I still understand what she teaches. I think during the process is not too bad for using WhatsApp to teach in Syntax.

Although it was an effective enough, but sometimes the students got the difficulties on understanding the materials, especially when the materials had to ask the presenters, the lecturer, to explain by using chine's boxes or tree diagrams. Look at the table 4.1 below to know the students difficulties:

Table 4.1 the students' difficulties

Question	Responses
How is about the understanding Syntax materials through WhatsApp?	Students A: "Unfortunately, some of Syntax material cannot explain through WhatsApp only. Some of my friends felt difficult to understanding the materials." Students B: "…, but the Syntax materials were difficult enough. It should be explained directly by the lecturer through video call or others for the difficult materials like as the tree diagram and chine's boxes." Students C: "For the understanding the materials, I think, actually I understand, but sometimes I feel sleepy because this learning (online learning) could be done everywhere, and I often did on the bad. Students D: "…, maybe for several students felt understand, comfort (on using WhatsApp), but the others maybe also difficult because some of them felt confuse on understanding written text."

The lecturer (as who control the WhatsApp Group) and the students used some WhatsApp features to avoid the lowest understanding. The features on WhatsApp were like as text or share messages, share documents, share photos, etc. The sub-features were like the emoji, share link, starred messages, etc. Most of those features were used on learning Syntax. Those also could help the learning process effective enough; it could help to explain the Syntax materials. It was showed on the results of questionnaire. Look at the evidences below:

Figure 4.2 the questionnaire's results

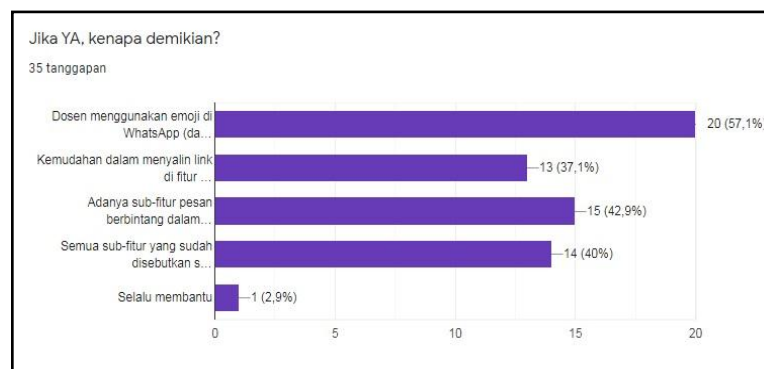**Figure 4.3 the questionnaire's results**

Figure 4.2 showed that 89.7% students agreed about the using of features WhatsApp (including sub-features) helped to explain the Syntax material clearly. The information details of figure 4.3 were:

a. The lecturer uses emoji on WhatsApp (in the form of chart arrow, etc) to explain the Syntax materials.

b. Share link sub-feature helped the lecturer to give additional references for the students.

c. Starred message sub-feature helped the member group to notice the important text, and then they could open it easily someday.

d. All features mentioned above help the learning process.

e. Those always could help (the learning process).

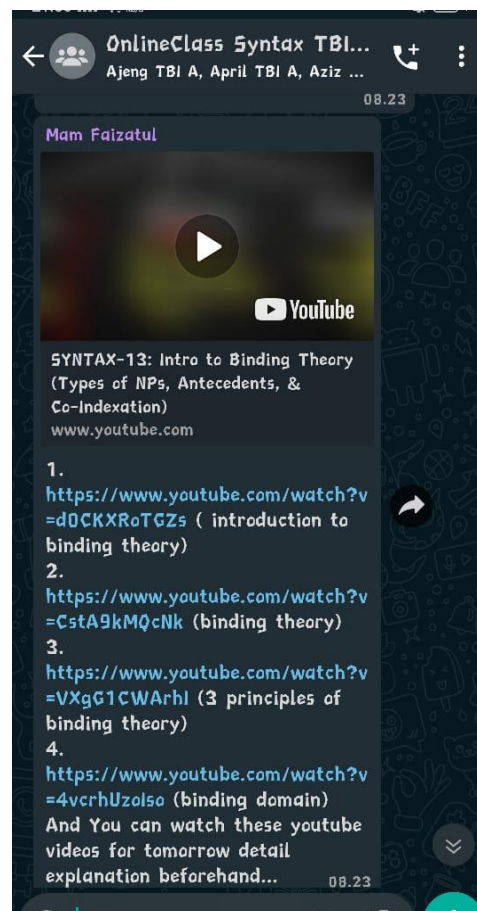**Figure 4.4 The utilization of sub-feature "share link"**

Figure 4.4 showed that the lecturer also tried to give the more references to make the students were easier to understand the materials through the sub-feature on WhatsApp, share link to YouTube. The other efforts of the lecturer to make the students more understand were using share pictures features. The lecturer took the picture, and then shared it to the WhatsApp group. See on the figure 4.5. The lecturer also used sub-feature on share text feature, see on figure 4.6.
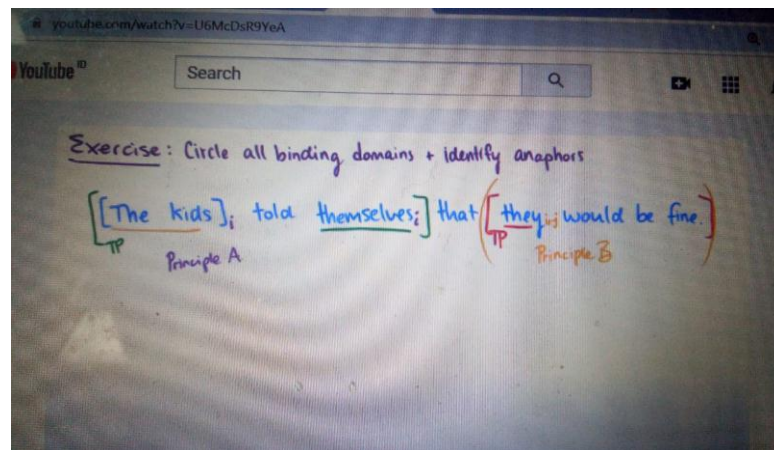
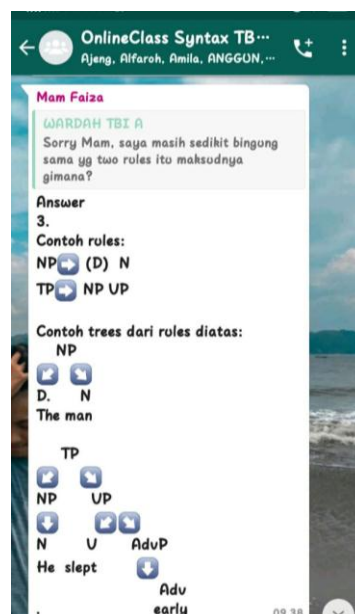**Figure 4.5 The utilization of share pictures feature**

Figure 4.6 The utilization of sub-feature on share text feature

The students also used some features to ask, give suggestion, give the materials (who as the presenters), and answer the question. Share documents feature was usually used by the presenters (who have the duty to explain the material) to share their materials on WhatsApp group, usually it was in the form of Power point (PPT)'s documents. Look at the 4.7 figure below:

Figure 4.7 The utilization of share document feature
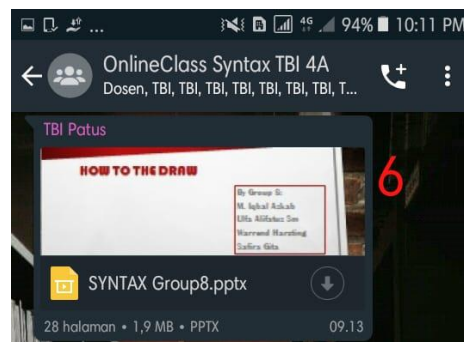
The using of those features made the students little bit more understands. The utilization of sub-feature on feature text: emoji, and share link make the answer gave the clear visual, it indicated was easier to understand. Look at the students' statements below:

> *Students B: (the WhatsApp group members) ever used the emoji (in the form of chart arrow) and (it) made easier on understanding the materials.*
>
> *Students C: ..., (the WhatsApp group members) ever gave link to YouTube to make the materials are clearer, and also sometimes took picture of the book.*

The online learning of Online class Syntax using WhatsApp group on the fourth semester, especially in A class were going smoothly; in the case of active, interactive, responsive, controlled class. Look at the students' perception of those below:

> ***Students A:*** *(In question and answer section) 75% the students are active to ask, and then most of them also give response, suggestions.*
>
> *The online class also has a much time in question and answers section. The students who are not active in offline class, they are more active to ask and interact in online class.*
>
> *(On online learning) the class was more controlled and conducive because the rules have been understood by the students. Then, the students can follow the instruction of the lecturer well. The class is more effective on efficiency of time and explains the materials.*

The other evidences were showed on the table 4.2 below:

Table 4.2 The Interview results

Question	Responses
Is there any interaction on learning process using WhatsApp group?	Students B: "I think, of course there are interaction each other. For the example, when there are the students who felt confused about the materials on PPT's documents that was shared by the presenters, then they asked; what does it mean by this, etc, and then the presenters will answer." Students C: "Yeah, the example is like in offline class. If I ask, then the presenters answer. In this class all members group has chance to answer and ask. Then, if the presenters answer the question,

	but it is not clear enough, the others can give addition, suggestion. The lecturer also gives response whether the answer is true or not. If the answer is true, ma'am Fa (as the lecturer) gives emoji (to give the clues that it is right). Then if the answer is wrong, ma'am Fa (as the lecturer) gives clarification. "
Is the online Syntax class active on using WhatsApp group?	So, at the first time conducting online class, it is excited enough. So, there are a lot of questions, maybe more than 20 questions. But, for the last meeting the students are not much excited because we also have other duties from another lecturer, so maybe just 5 up to 6, or 2-3 questions only. But, I think it is still active. Although we do not list the questions, and then we have the difficulties, we ask directly to the lecturer or others.

3. **WhatsApp was indicated as an interactive learning media**

In this case, the most of students agreed if WhatsApp could call and indicate as an interactive learning media. It was proved by the result of the questionnaire (see on figure 4.8). The result showed that 87.2% students chose "yes". It was supported by the students' statements based on the interview results (see on table 4.3).

Figure 4.8 the questionnaire results of agreeing statements "WhatsApp as
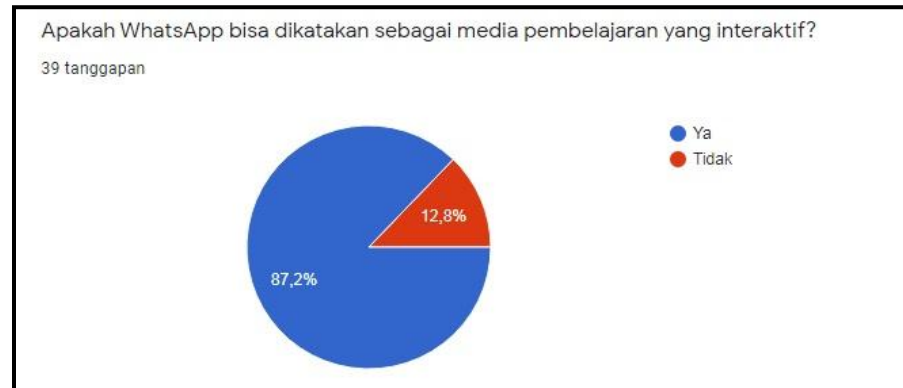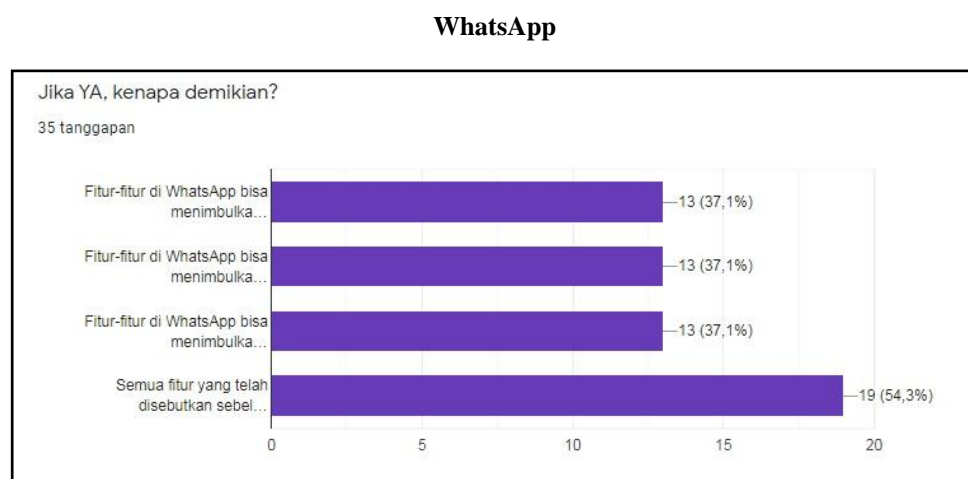
an interactive learning media"

Apakah WhatsApp bisa dikatakan sebagai media pembelajaran yang interaktif?

39 tanggapan

● Ya
● Tidak

12,8%

87,2%

Table 4.3 the interview results agreeing statements "WhatsApp as an

interactive learning media"

Question	Responses
Do you agree if WhatsApp was called as interactive learning media?	Students A: "For learning Syntax, I agree because all of the members can interact well, and I think it was like on offline class" Students B: "Yes, I agree because there was some factors that made it interactive, for example when the learning processes the students were asked to give question and answer. So, each member has to be interaction each others." Students C: "I agree if WhatsApp called as interactive learning media because there are some features (on WhatsApp), like as share documents, PPT, voice note, share link, so those could support as an interactive media."

There were some factors that made WhatsApp called as interactive learning media; every group member could interact, response, give participation each others. The some factors above appeared because WhatsApp has some features that made each group member could be interaction each others. One of the features that usually used by the group member was share messages feature. It made the interaction. It was proved by the result of the questionnaire below (see on figure 4.9)

Figure 4.9 the questionnaire result of the reasons on using the features WhatsApp

The figure 4.9 showed that most of the students chose "All features that mentioned above made WhatsApp was called as an interactive learning media". The details' statements on the questionnaire were:

a) Features on WhatsApp could make interaction, like share messages feature could make each group member give suggestion to other explanations on Syntax materials.

b) Features on WhatsApp could make each group member responses each other, like share messages feature could make them response on the lecturer instruction.

c) Features on WhatsApp could give feedback between the students and lecturer, like share messages feature could make each group member discuss.

d) All features that mentioned above made WhatsApp was called as an interactive learning media

Most of the students chose (d) it concluded that features on WhatsApp support WhatsApp as an interactive learning media.

In learning process, there was question and answer section. It made each member could be interaction. There were students, who asked question, and others answered, and another gave suggestion. It was proved by the documentation about the learning process. The evidence of question section could be seen on the figure 4.10, and the answer section could be seen on the figure 4.11.

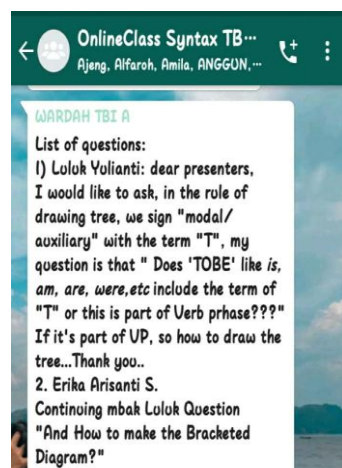**Figure 4.10 the question section**   **Figure 4.11 the answer section**

Based on the explanation above; question and answer section, the utilization of some features, it indicated that mostly the students had controlled over the using of WhatsApp itself. It was also proved by the students' statements in interview process. Look at the table 4.4 below:

Table 4.4 Interview result

Question	Responses
Do all members group understand well about the using of WhatsApp group itself and its features?	Students A: "Absolutely understand because most of them are the user of WhatsApp before." Students B: "Yes, of course."

B. Research Findings

This part was about the research finding based on the data presentation above that collected from interview, distribute the questionnaire, and documentation. It was presented as follows:

The data above showed that the teacher creates the teaching process using WhatsApp group on learning Syntax was interactive learning because the process showed the interaction, response, participation, and it could be controlled. Also all members group of WhatsApp group could use WhatsApp easily. Also some features on it were help the learning process was going smoothly.

The teacher has some steps in online learning through WhatsApp that was like the offline class; pre-activity, main-activity, and post-activity. The details on it were explained at the table 4.5 below:

Table 4.5 The activity of learning process using WhatsApp group

Indicators	Activities
Pre-activity	• Greeting • The lecturer gives the rules of the class. • The lecturer asked the students to fill the attendance list (list it on share text feature)
Main-activity	• The lecturer asks to the presenters (the students who have duty presentation) to share their materials in the form of PPT. • All the students read the PPT. • Then, question section (The students who want to ask, list their question on share text feature). • Next, answer section; including giving suggestion, addition, share the opinions.
Post-activity	• The lecturer gives feedback. • The lecturer gives the assignment for the next meeting. • Finally, greeting.

On learning process the rules that shared by the lecturer as the guideline for the students. It made the students knew what they would do in learning process. There were 10 up to 12 rules. The rules could be added or reduced based on the needs on learning process of the day. Generally the main rules were 10 rules.

The Rules were:
1. *The students are praying by themselves.*
2. *The students who are following the class must cofirm by list the name, and number of attendance (making list 1,2, etc)*

3. *The students read the PPT and book based on the material of this day.*
4. *The students give chance to ask if they do not understand yet.*
5. *The students who ask will get the point.*
6. *Everyone has chance to ask and answer the questions.*
7. *The limitation to list the question are 10.00 a.m.*
8. *The group presentation must share their materials in the form of PPT's documents.*
9. *The attendance and questions must be list consecutively.*
10. *In he last section, there would be giving feedback, and the assignment for the next meeting.*

The process of online learning that explained above, and also the rules that were used showed that there were the interaction, participation, responsive, and the class was controlled. The detail explanations of those were:

a. Interaction

There were question and answer section in main-activity. It made each group member could be interaction each other. The example was when the students do not understand yet about the materials, they can ask. Then, the presenters or others would give the answer. Then, the simple interaction was when the teacher greeting, written "Assalamualaikum", the other group members answer "Wa'alaikumsalam", etc.

b. Participation

The students participation was showed when the question and answer section also. Most of the students asked the questions. The first time conducted online learning; the students had the high participation. The list of questions ever reached 20 questions for one day. The other

participations were; the students gave the suggestion, addition, and sometimes refutation. Those participations made the active learning process.

c. Responsive

The existence of responsive in this case were; when the lecturer gave the instruction, the students immediately response, also when the students gave the suggestion, addition, or others, the lecturer give the response of their answer. For the example, the lecturer said "Good" if the answer was true. Another was the lecturer gave thumb emoji to state the true answer.

d. Controlled

The evidence that the class was controlled was; there was the rule, and the students followed the lecturer instruction. The others reasons were: the lecturer always gave the instruction regularly, the lecturer always gave chance to group member to ask regularly, and the lecturer also always gave chance to fill the attendance list consecutively for the member group. It made the class was controllable, conducive, organize, and effective.

The impacts of the rules above could be happened because the entire members group used some features on WhatsApp. It meant that they could operation or uses the WhatsApp independently. Some features that always be used were text or share messages, share documents, share photos, and sub-features, were like share link and also using of emoji.

Share messages feature was the most feature be used by the students and the lecturer because it was the simple and faster one. They just typed what they think, and then shared. Most of the response used this feature, including explained the material. Then, share document was used to share the materials in the form of PPT's document, and share assignment in the form of word document. The others features were like share photos and sub-features were used to give the more clear explanation. It was hoped the students would be more understand.

Table 4.6 The most features usually used

The features	Description
Text or share messages	The lecturer and the students just typed what they think and want, and then shared. Mostly the members group used this because it was the simple and faster one.
Share documents	The students used this to share the materials in the form of PPT's document, and share assignment in the form of word document.
Share photos	The students and the lecturer used this to share their photos of their book or other resource to make the explanation of materials was clearer.
Share link sub-feature	This feature was used to give link to other platforms; it was dominant for YouTube link by the lecturer and sometimes by the students. It was hoped to make the explanation was clearer also.
Emoji sub-feature	This feature was on the share message feature. It made the lecturer to explain the material of Syntax, especially to change the direct explanation of tree diagram using this feature. The most emoji used was the chart arrow.

The WhatsApp features could be connected to some others platform. It was like the lecturer share link YouTube channel, the students directly connected to YouTube. Those features also could connect to our files on the storage, for example the students would to share the documents, so they just clicked the share document feature then the WhatsApp would directly gave the students accessed to the documents. Those also gave us to connect the own camera on our Smartphone, example was the students would gave more explanation from their book, so they just clicked the take photos sub-feature then they would give access to Smartphone camera. Those showed that the features on WhtasApp were easily used, and the WhatsApp application was convergent; it could connect to others platform and Smartphone features.

In this case, the students were the member that felt the learning process directly. It meant that the students of course had the some perception about the learning process of using WhatsApp group for learning Syntax. Based on the data presentation before, the perception of students could be divided into three categorize: the learning process was created by the teacher through WhatsApp, the utilization of WhatsApp features, and the understanding of Syntax materials.

a. The learning process in learning Syntax was created by the teacher through WhatsApp

The students' perceptions about this were: the using of WhatsApp in learning Syntax was effective enough. It was going smoothly, and it was not too bad to conduct using WhatsApp. Those were because the lecturer had rules. The students must obtain it. The students knew well about the rules, so they knew what they must do in online class. They felt that the rules made the class was controllable, be organized well, and it could make the situation of the class were

interactive, and then the students were active. The students were active to ask. They also gave suggestion, addition in question and answer section. It meant that there was interaction in the class.

b. The utilization of WhatsApp features

The students know well about WhatsApp. It made them can operate the WhatsApp independently and they could utilize the WhatsApp features well in learning process. They used share document, share messages, share photos, share link sub-feature, and emoji sub-feature on share message features. They thought that the utilization of WhatsApp made the interactive, active, responsive class. The students could participate to share their opinions in learning process. In online class, the members group could interact directly. But, when the online class using WhatsApp group made the situation was like offline class. It was because there was answer and question section.

c. The understanding of Syntax materials

The students thought that Syntax is the mathematic of English so that it had to conduct face to face. It had to be given direct explanation. But, it did not include all of the materials. The materials were like chine's boxes, tree diagram, it should be explained directly. But, 75-85% they understood. Although it did not understand full, they were helped by the features on WhatsApp. Some features WhatsApp could be convergent; it made the students was easier to understand.

4.7 The students' perception

Aspects	Perception
The learning process in learning Syntax was created by the teacher through	The using of WhatsApp in learning Syntax was effective enough. It was going smoothly, and it was not too bad to conduct using WhatsApp.

WhatsApp	
The utilization of WhatsApp features	The students thought that the utilization of WhatsApp made the interactive, active, responsive class. The students could participate to share their opinions in learning process. In online class, the members group could interact directly.
The understanding of Syntax materials	The students understanding were 75-85% about the Syntax materials. Although it did not understand full, they were helped by the features on WhatsApp. Some features WhatsApp could be convergent; it made the students was easier to understand.