

CHAPTER V

DISCUSSION

This chapter the researcher presented the ideas of interpreting the research finding. The discussion was about teacher created the interactive learning through WhatsApp in teaching Syntax, the students perceive about the using of WhatsApp group during the learning process.

A. Teacher created the interactive learning through WhatsApp in teaching Syntax

Teacher created interactive learning through WhatsApp because the teacher gave rules that made the class controllable and there was question and answer section that made the process was interactive enough. There were three activities in learning process: pre-activity, main-activity, and post-activity. The question and answer section was in main-activity. That part made the activities was interactive; the students were active to ask, and give suggestion; the lecturer also gave the feedback.

The explanation above showed that the process in teaching and learning would be active and more effective when the teacher gave the interactive activities. Nurhayati (2015) conducted the study about improving students' English pronunciation through games, and then her study showed that the teaching and learning process was effective by using interesting activities. In her study the interesting activities through games, meanwhile this study through WhatsApp in the part of question and answer section.

Beside it, the learning process was interactive because of the media itself; in this case, the media was WhatsApp group. WhatsApp can be called as an interactive media also. So, the combining of activities and media itself made the learning process was interactive.

WhatsApp is a free messenger application that works across multiple platforms, and it is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages (Lenhart, Madden, Macgill, Smith 2007, as cited in Gon and Rawekar 2007). That statement had been proven in pre-observation by the researcher that almost college students used it for online learning. It was used because it was simple one, but it had some features that helped the online learning process.

As cited in official WhatsApp web (www.whatsapp.com), there are eight features: text, group chat, WhatsApp voice and voice call, WhatsApp on web and desktop, end-to-end encryption, photos and videos, documents, and voice messages, and others sub-feature on each feature:, like emoji, starred messages, share link, etc. Those features made the online learning process of online class Syntax were interactive enough.

Munir (2012) stated that there are several characteristics of interactive learning media: interactive, independent, has some features which are convergent, responsive, be controlled, and participation of users. In this case, WhatsApp that was used in learning Syntax also had some characteristics of interactive learning media. It could be happened because some factors: (a) the

activities in online class, (b) the rules of the lecturer who as a controller, (c) the utilization of WhatsApp features.

a. The activities in online class

In online class Syntax, there were some activities: pre-activity, main activity and post-activity (see the details on table 4.5). In main activity the students could interactive enough each others because there was question and answer section. It made the students could response, give suggestion and addition, and participate in the class.

b. The rules of the lecturer

The lecturer gave the rules for the students to make them easier in learning process. The impacts of that rules were the class was controlled. The students knew well what they would do in the class. Besides that, the lecturer also gave instruction regularly so that the students remembered again what the rules were.

This part had to get attention for other teachers in conducting teaching and learning. It was like the study of Nurhayati (2018) showed that as a teacher had to be professional and also had to have good teaching skills, such as clear instruction, strong communication, can be organization and classroom management. Then, the lecturer of Syntax in this case has it, it made the teaching and learning was interactive and active enough.

c. The utilization of WhatsApp features

WhatsApp was an application that had been used by the students before the online class Syntax. It made the students had known well about

the features. So, the students could utilize the features well, and they could operate the WhatsApp application and utilize it by themselves. It was indicated that the students as a user of WhatsApp could use it independently. Also the features of Whatsapp could be connected to others platforms, it indicated that some WhatsApp features was convergent.

Based on the explanation of some factors above, the researcher conclude that the using of WhatsApp group in learning Syntax showed that it was interactive, responsive, it could use independently, there was participation, the some features were convergent, and the class was be controlled. This conclusion had the same perception of Munir statements. It meant that the WhatsApp can be indicated as an interactive learning media in learning Syntax. It also supported by the teacher created of learning process.

B. The students perceive about the using of WhatsApp group during the learning process

In the case of perception, each person surely had distant perception because perception is like impression given by people from what they see, experience, and have about something (Soko, 2017 as cited in Muhassin 2019). Vernon (1987, as cited in Muhassin 2019) stated that there are three parts of Perception based on the experience of people. The first is an understanding. It refers to the object. The second is view or outlook, and the third is an action toward the object.

The statements above showed that the perception is about interpretation of what people see, experience, and have. Then, the interpretation can be seen by the people

understanding about the object, their outlook about it, and how the action of people toward the object. Knowing the students' perception was important also. It made the teacher knew how to improve the teaching strategies and the teaching process. Nurhayati, et al (2017) stated that learners' perception could be feedback for (English) lecturers to improve their teaching strategies based on the learners' perception.

In this research, the students perception was about: (a) the students understanding of the online learning process toward the WhatsApp group, (b) the students view about the learning process also toward the WhatsApp group, and (c) how the students action or the students use the WhatsApp group for learning Syntax.

a. The students understanding of the online learning process toward the WhatsApp group

In this case, the students had been understood well about the learning process, including the activities in the online class, and also the rules. It was proved by the process of the class that was controllable. Unfortunately, the students could not understand full about the Syntax material. It was because there were some complex materials that were easier if it was explained directly. Although they did not understand full, but they were helped by the features of WhatsApp that could be convergent; it could be connected to other platforms. It made the students was easier to understand, the evidence was the lecturer shared YouTube link.

The features on WhatsApp can give the advantages of the users; in this case the students and the lecturer. Hamad (2017) stated that WhatsApp helped the students to develop the listening skill because of taking the advantages of the audio and video features of WhatsApp. The instructor sent the video or audio. It

indicated that he had to connect to his devices on his Smartphone. It could show that some of features WhatsApp were convergent.

b. The students view about the learning process also toward the WhatsApp group

The students' view about the learning process, including the rules and also the activities were: it was effective enough, going smoothly, and it was not too bad to conduct using WhatsApp. It meant that the students understood enough about the online learning process toward the WhatsApp group. On the other hand, the students view about the understanding of Syntax materials were: the students understanding about the Syntax materials were 75-85%, but some features on WhatsApp could help them enough to be easier understand.

Awada (2016) conducted the study about "Effect of WhatsApp on Critiques Writing Proficiency and Perceptions towards Learning". The results showed that the perception of using WhatsApp was more effective than the regular instruction in learning. This study also showed that the students felt the online learning using WhatsApp was effective enough.

c. The students action of the using WhatsApp group for learning Syntax

The last aspect of the perception was about the action. In this case, the students could operate well the WhatsApp itself and also its features. It was showed by the utilization of WhatsApp features. The features that usually used by the students and also the lecturer were text or share messages, share documents, photos, share link sub-feature, and emoji sub-feature (see the details on table 4.6). The students' perceptions about this were: 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.

Another study was conducted by Ibtehal (2013) also proved that WhatsApp platform can offer a space for communicating, and expressing the idea. Because of it can appear a communicating, the online class would be interactive, active, and responsive class.