

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the findings of the research based on the research questions: students' response in learning by using WhatsApp group of English Education Department at IAIN Tulungagung.

A. Data Presentation

In this part, the researcher presented the data based on the result of collecting data in the form observation, interview and documentation. The interview result that was gotten from the interview between the lecturer and the college students that was conducted on June, 1th - 11th 2021. This part also showed the data documentation. It was used to give the real evidence.

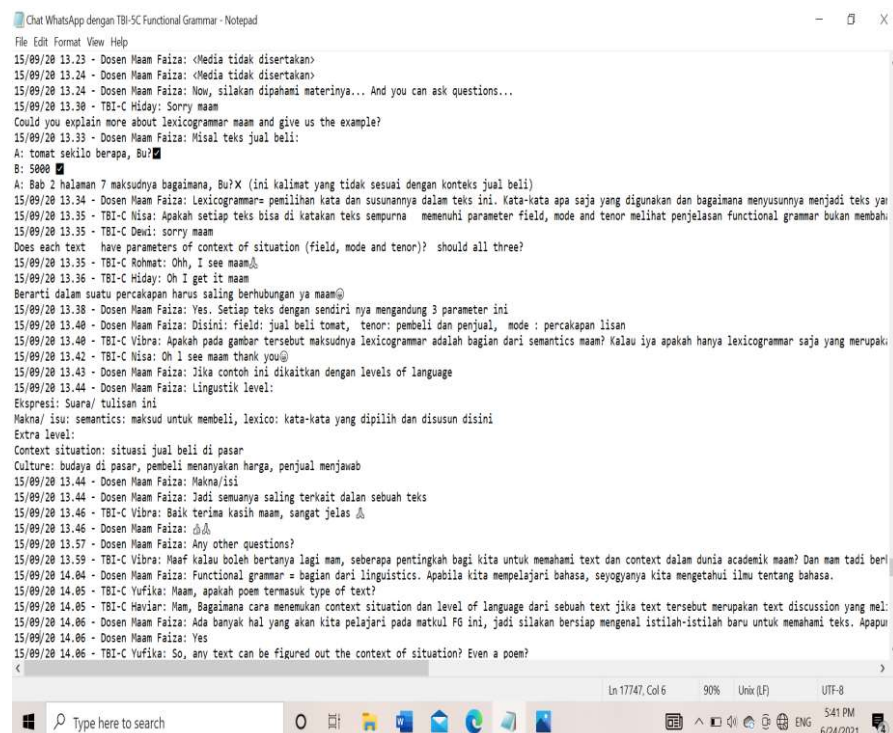
The Students' Response in Learning Functional Grammar by using WhatsApp Group

Based on the result of observation that conducted in learning functional grammar by using WhatsApp group. The researcher found the data that the response in online learning varied greatly, there are interest of response, confidence of response, enthusiasm of response, motivation of response, and responsibility response in functional grammar class through WhatsApp group.

1. The students' interest in learning by using WhatsApp group

Based on the result of observation that conducted by researcher, it was seen that lecturer has prepared and made learning video that uploaded to YouTube, video learning is based on the material to be studied. After the lecturer uploaded the video, the students were active in asking about the material that they didn't understand on class group, and the lecturer gave the answer directly. It was showed by the documentation about interaction between the lecturer and students in online class below:

The Figure 4.1



Based on the figure 4.1 that the students were active in asking the material that didn't understand, they could ask question

in turn, after the lecturer gave the answer to students who previously asked. Counted to 10 questions asked by student. It was seen that the students were very interested in learning functional grammar class because the video that facilitated student in learning, and students could study subject matter, not only in books, but the students can be more interested in understanding the material or example that explained by the lecturer. And the feature of WhatsApp group was complete. It could help the students in conducting discussion. As mentioned by the students interview below:

“Our lecturer is very helpful by making learning videos and conducting discussions in the WhatsApp group by explaining in detail such as sending picture and giving quizzes so that we can used to discuss about material on the WhatsApp group.” (Student 1, 1th June 2021)

2. The students’ confidence in learning by using WhatsApp group

Based on the observation that conducted by researcher, it was seen that the self-confidence of the fifth semester students was very high, they were brave in delivering an opinion, presenting the material and answering the questions that gave from lecturer on discussion. It was proven by the documentation below:

The Figure 4.2

Your office is the room on the left
 Your office = identified (IFD)
 Is = relational identifying process
 The room on the left = Identifier (IFR)

3. Devi Anggraini
 Could you explain more about behavioral processes so I can get the point?
 Answer :
 Behavioural Processes. These are processes of physiological and psychological behavior, like breathing, dreaming, smiling, and coughing. The Behavior is typically a conscious

29/09/20 13.11 - Dosen Maam Faiza: ☺
 29/09/20 13.11 - Dosen Maam Faiza: <Media tidak disertakan>
 29/09/20 13.12 - Dosen Maam Faiza: Focus to slide 1- 19
 29/09/20 13.12 - Dosen Maam Faiza: <Media tidak disertakan>
 29/09/20 13.13 - Dosen Maam Faiza: This is my video (though not complete yet), please watch carefully
 29/09/20 13.16 - Dosen Maam Faiza: Silakan disimak dan dipahami. Ini kelanjutan dari materi sebelumnya... If you don't understand, ask question or you can give additional
 29/09/20 13.23 - TBI-C Iuan: Ini lebih efektif dari cara yang kemarin maam@
 29/09/20 13.24 - Dosen Maam Faiza: Yes, but not complete yet and maybe need more space too..
 29/09/20 13.24 - TBI-C Fajar: Setuju banget@@
 29/09/20 13.25 - TBI-C Fajar: It's okke maam, I think its more efficient than using Online class
 29/09/20 13.27 - TBI-C Putri: I'm sorry, Ma'am. I wanna give additional answer for Alifia's question. How we can distinguish between actor, behavior, sense, and sayar.

1. Dalam material process, dapat ditandai dengan:
 "prosesnya" yang merupakan verbal group (doing), maka...
 partisipannya disebut "actor" (seseorang yang melakukan sesuatu) dan seseorang yang mengalami akibat dari proses tersebut disebut "goal"
 e.g.:
 The lion- Actor
 caught = process: material
 the tourist- goal

2. Mental process, verbanya bersifat mental (bukan aksi/not doing something) proses ini bisa disebut "process of sensing"
 Partisipannya disebut "senser," dan hal yang dialami disebut "phenomenon"
 e.g.:
 I = senser
 like = process: mental
 it = phenomenon

3. Behavioral process, proses ini berada diantara material proses dan mental proses. (Know, smile, wonder)
 Partisipannya disebut "behaver"

4. Verbal processes, according to Halliday proses ini merupakan proses "mengatakan"

The figure 4.2 showed that the students was brave in delivering an opinion on discussion directly. The students were also brave in presenting the material well.

There are steps in presenting functional grammar material were: the students who being presenter share the material in the form of PPT's document 2 or 1 days before the functional grammar subject then the explanation via voice note that the others student could understand first and prepared the question if it was not clear, then they collected all the question to the presenter, and the presenter also could prepare the answer in the form text messages. So, on the day of functional grammar schedule is discussion that question-

answer section. And the presenter showed the answer in the class group. It was supported by the students interview below:

“For the material, usually share power point, and the explanation through voice not. And then to answer the question of discussion through text messages that are made short and clear.” (Student 2, 1th June 2021)

“First, we sent the material 2 Or 1 days before the functional grammar schedule, the friends were told to understand themselves and list of question. Later, on the day of functional grammar subject, we would give to answer to the questions and start discussing.” (Student 4, 1th June 2021)

The Figure 4.3

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29/09/20 14.03 - Dosen Maam Faiza: Is it clear enough?
29/09/20 14.06 - TBI-C Haviar: Oh i see, thank you mam 🙏
29/09/20 14.06 - Dosen Maam Faiza: Alhamdulillah.. Now let's do the exercise page 76
29/09/20 14.06 - Dosen Maam Faiza: <Media tidak disertakan>
29/09/20 14.07 - Dosen Maam Faiza: 1. coba buat clausa mengikuti rumus: participant process participant dsb

2. identifikasi klausa tersebut: misal: Harry (participant) loves (process) the bush (participant)

Silakan, anyone can try to answer.. But, don't forget to mention your name..
29/09/20 14.08 - Ayoela I. W.: Yes maam
29/09/20 14.08 - Dosen Maam Faiza: Dicoba juga, what process are these verbs:
.a. Love=....process
b. Left= .....process
c. Wiped= ....process
d. Was walking= ....process
29/09/20 14.09 - TBI-C Zuan: a. I love Tulungagung
(Moch.Zuan Nabawi)
29/09/20 14.09 - Dosen Maam Faiza: Dilengkapi ya... Which as what...
29/09/20 14.10 - TBI-C Zuan: Oh sorry maam
29/09/20 14.10 - TBI-C Haviar: I'am walking into school
I'am = participant
Walking = material process
Into school = participant
29/09/20 14.10 - Dosen Maam Faiza: Try again, hampir...
29/09/20 14.11 - TBI-C Zuan: a. I love Tulungagung
I = participant
Love = process
Tulungagung = circumstance
(Moch.Zuan Nabawi)
29/09/20 14.11 - Dosen Maam Faiza: Try again...
29/09/20 14.11 - Ayoela I. W.: 1. a. Devi (actor) cooked (process: material) this morning (circumstance).
29/09/20 14.11 - Dosen Maam Faiza: 🙏
29/09/20 14.12 - TBI-C Yufika: Amel is swimming in the middle of the sea

Amel (participant)
is swimming (process)
In the middle of the sea (circumstance)
29/09/20 14.12 - TBI-C Muiz: Moh. Mu'zul Ikhwan
c. Tomorrow (circumstance) I will (participant) go to campus (process)

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The figure 4.3 seen that the students was brave in answering the question that gave lecturer, even though the

answer that they delivered are “*wrong*” or “*almost true*”. It was supported by the student statement of interview below:

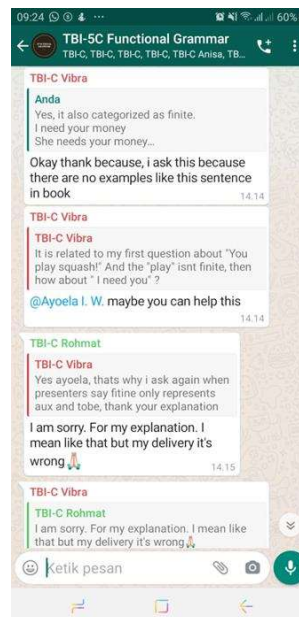
“I tried to be active in the group, because if I was too shy: it made me misunderstanding.” (Student 4, 1th June 2021)

Based on the explanation above, the students tried to brave in delivering an opinion and answering the question that given by lecturer on discussion directly. It was triggered because the lecturer made notes so that the student always be confidence, didn’t need to be afraid to understand and answer the question on discussion.

3. The students’ enthusiasm in learning by using WhatsApp group

In this case, the most of students who participate in online learning functional grammar. It was influenced by the supportive lecturer, able to empathize and tolerant of students’ limitations able to motivated, and always provide the feedback, has high enthusiasm in sharing their knowledge in online learning, even formal or informal situations, and also able to handle students to keep communicating and discussing the learning functional grammar material by using WhatsApp group. it was proved by the documentation of learning process (see on figure 4.4)

The Figure 4.4 the students participation in online learning



The figure 4.4 showed that the students on WhatsApp group could make interaction, like share message feature could make each group member give suggestion to other explanation on Functional grammar materials. It was supported by the students' statements based on the result below:

"I always tried to see the learning video fully that sent by the lecturer, and I also read the material that sent by the lecturer which is later the lecturer would give a quiz to test my understanding of the functional grammar material." (Student 1, 1th June 2021)

Figure 4.5

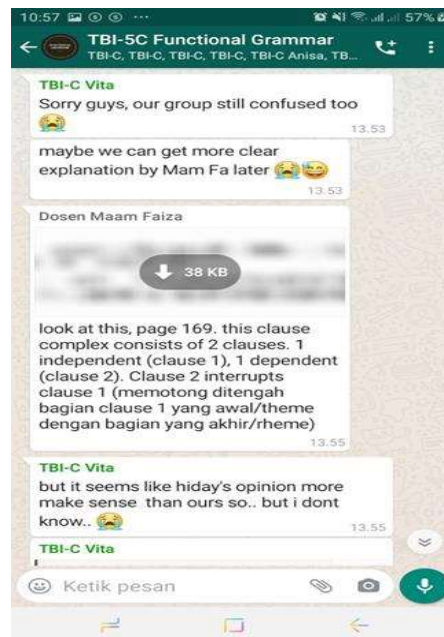


Figure 4.6



The figure 4.5 showed that the lecturer explained material in detail so that the students could know where the errors of material that they understood.

The figure 4.6 showed that the lecturer gave an appreciation to students who answers the question correctly. These documentations supported by the students interview below:

“The lecturer provided learning reference in the discussion, where the lecturer also provided feedback after discussion. Sometimes the lecturer gave practice questions which is the next meeting will be evaluated if there are some mistakes.” (Student 2, 1th June 2021)

“I think the lecturer is very active.” (Student 4, 1th June 2021)

Based on the interviews above in online learning process, there was question and answer section. It made each other member could be interaction. There were students who asked question, others answered and another gave suggestion.

4. The students’ motivation in learning by using WhatsApp group

The observation that conducted by the researcher in learning functional grammar through WhatsApp group. The motivation of students in understanding the material is created a study club and learn their own because they wanted to get additional point from the lecturer. Study club was pioneered by the fifth semester of students – TBI 5C Class. It was conducted via zoom meeting application to discuss difficult subjects, including the functional

grammar subject. This study club also offered all of fifth semester students to joined in studying, discussing the subjects together. It was proven by the documentation of study club via zoom meeting below:

The Figure 4.7



The figure 4.7 showed that the study club process via Zoom meeting, it was led and moderated by the students themselves. The leader and moderator could activate the camera so that the explanation of material that given is clear.

Based on the result above, the study club that made by students were review the material that has been taught, and discussed it, like discussion in the usual class. There is a question - answer session, and the process study club was flexible because students could to use several languages, namely English,

Indonesian, and Javanese: it made easier for students to understand the material. The study club efforts to improved knowledge and motivated the students to get additional point from the functional grammar lecturer who gave quizzes every meeting.

5. The students' responsibility in learning by using WhatsApp group

Based on the explanation data presentation above, online learning provide opportunities for students to be more independent in exploring other references as supporting functional grammar material that given by lecturer. The students could understand and completed task according the deadline that has been become more responsible for task that they have to complete. It was supported by the students statements' below:

"Yes, I don't know what human species I am, honestly I am not smart but I am excited to learn, depend on the lecturer because Mam Fa is very dedicated in teaching." (Student 2, 1th June 2021)

"When the task that given by Mam Fa, I always enthusiastic. I always finished on time because the lecturer was excited in teaching, and I should be excited too." (Student 3, 1th June 2021)

"Yes, I'm enthusiastic because id you more practiced, you more understood." (Student 4, 1th June 2021)

Based on the result of interviews above that factors of the students could be responsible in learning functional grammar by using WhatsApp group were:

- a. The lecturer's dedication in teaching so that the students are enthusiastic to participated in online discussion, answered quizzes that given by lecturer and always completed the assignment on time.
- b. Goals in students, students are able to create their own strategy that made the students always practiced to analyzed the text which is all that strengthen reponsible.

B. Data Finding

From the data presentation explained, the finding of the study follows:

1. The students' interest in learning by using WhatsApp group

Based on the data presentation was seen that the students were very interested in learning functional grammar class because (1) The video that made by lecturer to facilitated student in learning, and students could study subject matter, not only in *books or e-books*, but the students can be more interested in understanding the material or example that explained through video that uploaded to YouTube by the lecturer . (2) The use of WhatsApp media was flexible and the features was complete: it could sending photos or video,

document and tag people to respond statement. It could help the students in conducting discussion

2. The students' confidence in learning by using WhatsApp group

Based on the data presentation was found that the self-confidence of the fifth semester students was very high, they were brave in delivering an opinion, presenting the material and answering the questions that gave from lecturer on discussion.

a. The students was brave in delivering an opinion on discussion directly. It was showed in the figure 4.2, one of the students said that *"Sorry mam, I wanna give additional answer for Alifiah's question"*

b. The students were also brave in presenting the material well. There are steps in presenting functional grammar material were: the students who being presenter share the material in the form of PPT's document 2 or 1 days before the functional grammar subject then the explanation via voice note that the others student could understand first and prepared the question if it was not clear, then they collected all the question to the presenter, and the presenter also could prepare the answer in the form text messages. So, on the day of functional grammar schedule is discussion that question-answer section.

c. The students was brave in answering the quizzes that gave lecturer, even though the answer that they delivered are *"wrong"*

or “almost true”. It was supported by the student statement of interview below:

“I tried to be active in the group, because if I was too shy: it made me misunderstanding.” (Student 4, 1th June 2021)

3. The students’ enthusiasm in learning by using WhatsApp group

In this study, students’ enthusiasm is influenced by the lecturer in handling online learning. The supportive lecturer, able to empathize and tolerant of students’ limitations able to motivated, and always provide the feedback, has high enthusiasm in sharing their knowledge in online learning, even formal or informal situations, and also able to handle students to keep communicating and discussing the learning functional grammar material by using WhatsApp group.

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5. The students’ responsibility in learning by using WhatsApp group

Online learning provide opportunities for students to be more independent in exploring other references as supporting material functional grammar and completed the task on time. There are two

factors of the students could be responsible in learning functional grammar by using WhatsApp group were:

- a. The lecturer's dedication in teaching so that the students are enthusiastic to participated in online discussion, answered quizzes that given by lecturer and always completed the assignment on time.
- b. Goals in students, students are able to create their own strategy that made the students always practiced to analyzed the text which is all that strengthen reponsible.