

CHAPTER V

DISCUSSION

This chapter presents the discussion of the finding using relevant theories. The discussion focuses on how is the students' response in learning functional grammar by using WhatsApp group.

Based on the finding, it can be inferred that there are interest of response, confidence of response, enthusiasm of response, motivation of response, and responsibility response in functional grammar class through WhatsApp group.

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

The implementation of functional grammar in online learning is going well because the students' interest in online shown in online class. Based on the observation and interview that conducted by the researcher, students were interested in video notification that uploaded by the lecturer and the use features of WhatsApp as flexible discussion.

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. It was related with the experts statement Brown (1997:2-3) stated that media as the tools or the physical thing used by the lecturer to facilitate the instructions.

The students were also interested the use of WhatsApp because needed low quota only, it also has complete features for discussion, it could send photos, videos, and tag people for example if want to respond or refute, WhatsApp group was very helpful for the learning process. It was related with the experts statement' Luaran, and Rahman (2016) stated that WhatsApp is useful learning tool that makes posting, sharing content and it makes the online discussion easy and available anywhere and anytime. This response includes in affective aspect. As Rosenberge and Hovland (1960) that affective is a response related to emotions. It is applied based on everything related on emotions such as appreciation, values, feelings, enthusiasm, interests, and attitudes towards things.

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

In the implementation of functional grammar in online learning showed that the students were confident, especially in delivering an opinion, presenting the material and answering the quizzes that given by the lecturer. It was reduce the feeling of awkwardness and students fear *Hasanah et al* (2020). This also supported by good mastery of students in material which is affected students' ability to delivered an opinion, explained the material via voice note, and answered the quizzes by well. This response includes in cognitive aspect. As Bloom *et al* (1956) stated that cognitive aspects divide into several more detailed, they are knowledge, comprehension, analysis, synthesis, and evaluation.

Cognitive aspect of students is seen from the comprehension of the material that they studied.

C. The students' enthusiasm in learning by using WhatsApp group

In the implementation of functional grammar through WhatsApp group, the 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.

It was related with the expert statement Sobur (2003: 244-245) mentioned that one of the factors influenced students response in learning, namely external factors that school environmental such as teacher, administrative staff and schoolmates could effect students' enthusiasm for online learning. Teacher or others who show a symphatetic of attitude and behavior, and showed role models and dilligence to be a positive force for learning activities. The lecturer in learning functional grammar could handle in online class well. The lecturer gave the explanantion material by detail, the lecturer often appreciated to the students who was active in the class.

D. The students' motivation in learning by using WhatsApp group

In the implementation functional grammar through WhatsApp group, the students' motivation in understanding the functional grammar material is created a study club and learned their own because they wanted to get additional point from quizzes that given by lecturer. Study club was pioneered by the fifth semester of students english education department – 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 the fifth semester students to joined in discussing the subjects together. It was related with the the expert statement Pratikno (2012:22) stated the study club is a group of indivials to seek or improve knowledge, skills, attitudes or abilities that carried out logically and systematically so that the learning was more effective.

The process of study club that led and moderatored by the students themselves. They reviewed 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 understood 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. This response includes in conative aspect. As

Rosenberge and Hovland (1960) stated that conative (psychomotor) is a response related to real behaviors, includes habit, physical coordination, motor skills and physical abilities of a person. Skills will develop if they are practiced frequently. It could be measured based on the speed and technique in carrying out.

E. 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. The fifth semester of students who studied functional grammar has very good of responsibility. This is reflected from the suitability of students in collect the analysis assignment, complete the middle test or final test on time. According to Zain (2006) mentioned that the imposition of learning responsibility of students will be able to improved thinking skills and develop their talents by learning in accordance with the expectation of the environment and one self.

There are two factors of the students could be responsible in learning functional grammar through Whatsapp namely the lecturer dedication in teaching and the goal in students themselves. It was related with the expert statement Sobur (2003:244-245) stated that the factors which influence students learning responses are divide into two parts, namely internal factors and external factors. The internal factor that related with this case is the personality factor which is indicated that the more of

personality is formed, the more helpful in overcoming the obstacles encountered in performing the role of learning. And the external factor from lecturer, the role of lecturer is very important in the learning process.