

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provided information about the result of data collected through the questionnaire from Google form and also the score of the students could be discussed in this section below:

4.1 Findings

This section described the result of the data based on the problem question that divided into two phase which the first problem question about the perception of the students described from the result of the questionnaire that the researcher was using Google form and the second phase described the students' ability from the score of the students in learning English that the researcher got from the English teacher documentation.

4.1.2 Analysis of Student Ability

Students' ability presented by the analysis of English teacher's documentation data. After collected the students' score it was known there were two kinds of scores in English subject of MAN 2 Polewali Mandar namely final score and practice score. It was showing the students English ability at the tenth grade, the table below show the scores of the students in their report result in the first semester and also the classification of the ability.

Table 4.1 Students' final and practice scores

No	Name	L/ P	Class	Final	Practice	Student's Mean Score	Classification
1	AH	L	X RELIGION 1	83	80	$163:2 = 81.5$	Very Good
2	NH	L	X RELIGION 1	82	82	$164:2 = 82$	Very Good
3	FM	L	X RELIGION 1	80	76	$156:2 = 78$	Good
4	DC	P	X RELIGION 1	74	72	$146:2 = 73$	Good
5	RH	P	X RELIGION 1	73	72	$145:2 = 72.5$	Good
6	NF	P	X RELIGION 1	77	78	$155:2 = 77.5$	Good
7	MA	L	X RELIGION 2	81	80	$161:2 = 80.5$	Good
8	MR	L	X RELIGION 2	82	80	$162:2 = 81$	Very Good
9	AD	L	X RELIGION 2	76	78	$154:2 = 77$	Good
10	JL	P	X RELIGION 2	81	78	$159:2 = 79.5$	Good
11	NN	P	X RELIGION 2	76	78	$154:2 = 77$	Good
12	SR	P	X RELIGION 2	80	78	$158:2 = 79$	Good
13	MA	L	X SCIENCE 1	72	70	$142:2 = 71$	Good
14	MI	L	X SCIENCE 1	80	78	$158:2 = 79$	Good
15	MH	L	X SCIENCE 1	82	74	$156:2 = 78$	Good
16	NH	P	X SCIENCE 1	79	75	$154:2 = 77$	Good
17	SO	P	X SCIENCE 1	80	75	$155:2 = 77.5$	Good
18	SR	P	X SCIENCE 1	75	70	$145:2 = 72.5$	Good
19	MG	L	X SCIENCE 2	83	84	$167:2 = 83.5$	Very Good
20	MT	L	X SCIENCE 2	68	70	$138:2 = 69$	Good
21	MI	L	X SCIENCE 2	68	70	$138:2 = 69$	Good
22	RS	P	X SCIENCE 2	84	84	$168:2 = 84$	Very Good
23	TR	P	X SCIENCE 2	80	76	$156:2 = 78$	Good
24	KS	P	X SCIENCE 2	81	78	$159:2 = 79.5$	Good
25	AS	L	X SOCIAL	78	70	$148:2 = 74$	Good
26	AP	L	X SOCIAL	71	70	$141:2 = 70.5$	Good
27	ND	L	X SOCIAL	73	70	$143:2 = 71.5$	Good
28	HI	P	X SOCIAL	78	72	$150:2 = 75$	Good
29	ZN	P	X SOCIAL	80	74	$154:2 = 77$	Good
30	SS	P	X SOCIAL	79	74	$153:2 = 76.5$	Good
Total						$\sum x = 2301$	

source: English teacher's documentation of MAN 2 Polewali Mandar

After knowing the students' score in learning class, the researcher found out the classification of the students' final score and practice score and it classify their English ability as the following table:

Table 4.2 Students' score frequency classification

No	Score	Classification	Frequency
1.	81-100	Very Good	5
2.	66-80	Good	25
3.	56-65	Fair	0
4.	41-55	Poor	0
5.	< 40	Very poor	0

The table above showed 5 students got a very good ability while the rest 25 students got a good score. There was not in fair, poor or very poor score in the teacher's assessment of the subject matter, the total score was 2301. So, the final score had described that the tenth grade students in MAN 2 Polewali Mandar had a good English ability.

The following is the process of finding the mean score of English score:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2301}{30}$$

$$\bar{X} = 76,7$$

Therefore, the mean score of the students' score is 76,7 and it means that the students were good classification ability.

4.1.1 Questionnaire Result

1. WhatsApp Usage as a Learning Media

Table 4.3 shows that the students using WhatsApp for learning, in the first and second column show the students frequency in using WhatsApp for learning in general which 13.3% students admitted that they more frequently use WhatsApp for personal gain, 16.7% for more frequently in learning purposes and 70% students claimed that they used WhatsApp balanced for learning and personal gain. The third and fourth column showed the students group in WhatsApp for learning English which 20% of students only had 1 group, 56.7% of students had 2-4 groups, 10% of students had 5-7 groups and 13.3% had more than 7 groups.

The result showed the students of MAN 2 Polewali Mandar more than only 20% had 1 group and the rest had more than it which could be a stimulus for the students to be more active in English learning and kept communicated with another people so they could get a habit to practice English. It didn't surprise if 70% claimed that they used their WhatsApp media for learning because they had many groups for learning especially in English learning.

Table 4.3 Percentage of WhatsApp use by students

The Intensity of Using WhatsApp	%	Number of groups for English Learning Purposes	%
Learning Purposes	16.7%	1 Group	20%
More Frequently for Personal Gain	13.3%	2-4 Groups	56.7%
Balance Between Personal Gain and Learning Purposes	70%	5-7 Groups	10%

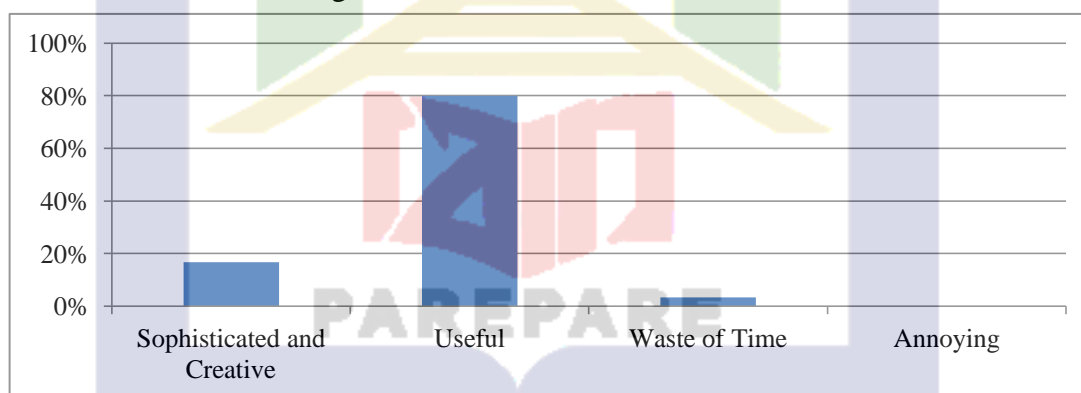
		More than 7 Groups	13.3%
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2. The Students' Perception in Learning English by Using WhatsApp Media

The data, collected through questioning in the form of a questionnaire indicated that a majority of the students at the tenth grade of MAN 2 Polewali Mandar who participated in this research claimed that WhatsApp was useful for learning English.

Figure 4.1 showed the perception of the students about WhatsApp in learning English is useful for their study and it is the most chosen choice had 80% and the other only had 16,7% that said WhatsApp sophisticated and Creative media for learning and only 3,3% said that WhatsApp media was just a waste of time and there was no one choosing it was annoying.

Figure 4.1 The percentage of students' perception through WhatsApp English learning

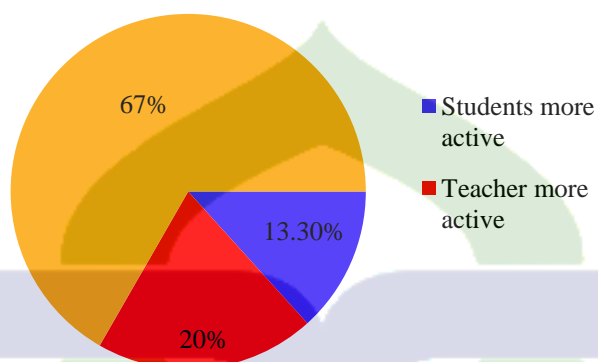


3. WhatsApp Center Actors in Learning English

Figure 4.2 shows the central actors in learning English process. There were 13.3% of students claimed that the students were the most active in learning English on WhatsApp, 20% of students claimed that the teacher was the most active, and

there were 66.7% students claimed that students and teacher were same in the learning process by using WhatsApp Media.

Figure 4.2 Percentage of center actors in learning English



Based on the data, the students in MAN 2 Polewali Mandar also had good participation in the learning process because they had balanced participation with English teacher in process.

4. Needs Regarding WhatsApp

Table 4.4 below shows the students' reasons for regarding WhatsApp and their feeling in using WhatsApp. In the first and second column showed the students needs in WhatsApp for learning English which 26.7% of students admitted that they were possible to do other activities while they were learning English, 13.3% said that the simple and sophisticated features of WhatsApp made learning process easy, and 60% students claimed that they could ask questions anywhere and anytime without shame.

In the third and fourth column show the feeling of the students in WhatsApp for learning English which 66.7% like learning English by using WhatsApp media, 26.7% of students said it was mediocre, 6.6% of student said that was boring.

Table 4.4 Percentage of students need and feel through WhatsApp English learning

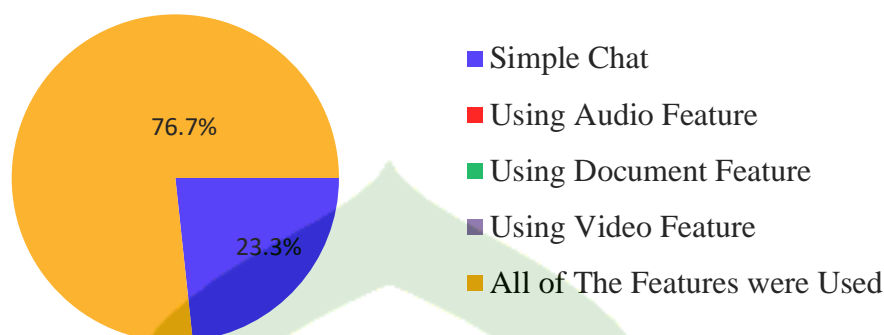
The reason students need WhatsApp as a medium for learning English	%	Students' feeling in learning English by using WhatsApp	%
Possible to do other activities while Learning English	26.7%	Like	66.7%
Simple and Sophisticated features of WhatsApp made the learning process easy	13.3%	Mediocre	26.7%
Students could ask questions anywhere and anytime without shame	60%	Boring	6.6%
WhatsApp is not needed	0%	Dislike	0%

The Data showed that the most choices choice by the students were WhatsApp possible to made students asked anywhere without shame and most of the students liked WhatsApp media for English learning. Researcher concluded from this data that WhatsApp had a good contribution for English learning, so the students liked it.

5. The Features of Learning English by using WhatsApp Media

Figure 4.3 shows the utilization of WhatsApp features in the learning process which 23.3% said the learning process only using simple chat and 76.7% said all of the features were used. Therefore there were not students who said only audio, document, and video in the learning process.

Figure 4.3 The English learning features



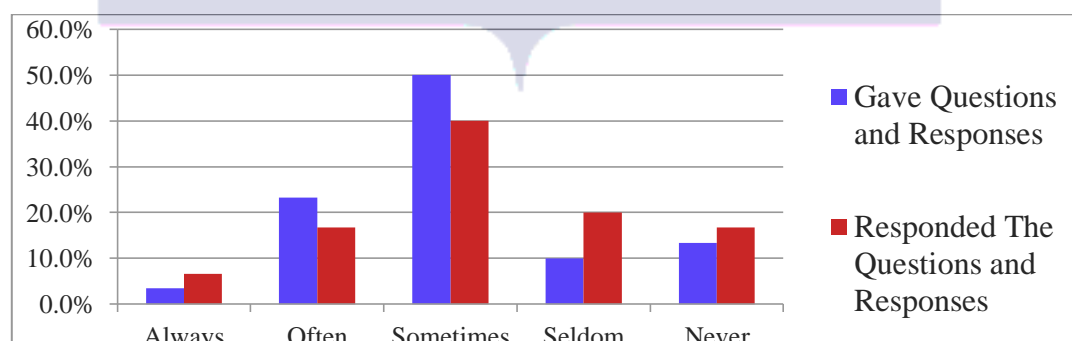
This figure presented most of the students claimed that the learning process used all of the features from WhatsApp to make the learning process more active.

6. Make and Respond The Questions and Responses in Learning English

Figure 4.4 below showed the students activity that ever gave and responded questions in learning English. In the blue columns showed who gave the questions or responded which 3.4% students always did it, 23.3% frequently did it, 50% sometimes did it, 10% seldom did it and 13.3% never did it.

The red column shows the students responded which 6.6% of students always answered or gave respond, 16.7% frequently did it, 40% sometimes did it, 20% seldom did it, and 16.7% never did it.

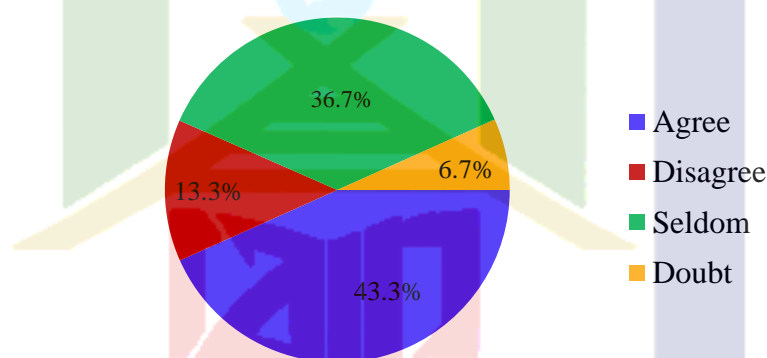
Figure 4.4 Gave and responded in learning English by using WhatsApp



This figure showed that most of the students more active in gave questions and responses to the lesson than responded to other questions and responses. Level of difficulties in English learning by Using WhatsApp

43.3% of students said it was easy to understand English material by using WhatsApp, 13.3% disagreed about that, 36.7% said it was rare to understand English material on WhatsApp, 6.7% doubt about how to answered it. It means the lesson was easy enough but sometimes it also complicated because sometimes it was not easy for them and still there were students so difficult to understand the lesson by using WhatsApp.

Figure 4.5 The students' opinion about the English material presenting by using WhatsApp



7. WhatsApp Effectiveness in Learning English

In the first and second column table 4.3 below showed the students view about the effectiveness in WhatsApp for learning English which 26.7% students admitted that they were possible to do other activities while they were learning English, 13.3% said that the simple and sophisticated features of WhatsApp made learning processes easy, and 60% students claimed that they could ask questions anywhere and anytime without shame.

The third and fourth column show the feeling of the students in WhatsApp for learning English which 66.7% like the learning English by using WhatsApp media, 26.7% students said it was mediocre, 6.6% of student said that was boring.

Table 4.5 Effectiveness of WhatsApp as a media of English learning

WhatsApp as a medium for learning English	%	WhatsApp Media provoked student to active in English learning	%
It is effective	70%	Always	3.3%
Sometimes Effective	26.7%	Frequently	10%
Seldom Effective	3.3%	Sometimes	50%
Never Effective	0%	Seldom	20%
		Never	16.7%

The table above showed that the students claimed WhatsApp was an effective medium beside in the classroom, it could provoke the students to active in English learning.

8. How the WhatsApp Help for learning English

There are 30% answered that it could be easy to save the questions and answers in WhatsApp. 56.7% answered that whenever they got difficulty in the lesson they could ask without shame, 10% answered that the English material more varieties and the last 3.3% said that the students could get discussions anytime without direct meeting.

Table 4.6 WhatsApp English learning helped for students

WhatsApp Learning English Help	%
Easy to save questions and Respons	30%
Student could ask without shame anytime	56.7%
English material more varieties	10%
They could discuss without direct meeting	3.3%

The data showed that most of the students were very helpful because they could ask anytime without shame.

9. Students Improvement

There are 60% of students claimed that they had improvements in the English language, 33.3% said their English was ordinary and there are 6.7% said it had not different, and there was no one said their English quality had decreased.

Table 4.7 WhatsApp improved student's ability

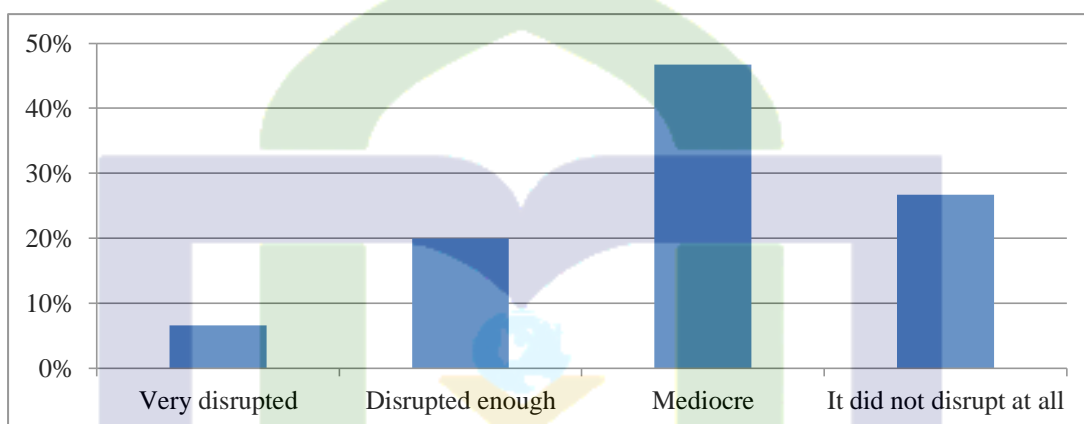
English Improvement	%
There are improvements	60%
Ordinary skill	33.3%
There is not different	6.7%
Decrease	0%

That was showed that many students claimed they had improvements and some of them said their English is still ordinary.

10. The obligation of using WhatsApp

There are 6.6% said the obligations of learning to use WhatsApp made them very disrupted in daily activity, 20% said that disrupted enough, 46.7% said that was mediocre, and there is 26.7% said that they were not disrupted at all.

Figure 4.6 The percentage of students who were disrupted by the obligation of using WhatsApp



The researcher found that there were some students were disrupted by WhatsApp learning in their daily activity and most of them said it was mediocre for learning and some of them also said they were not disrupted at all.

11. The understanding of the lesson by the learning process

Table 4.8 below showed the students understanding and the learning process, the first column and second column showed that there were 10% said that the lesson was easy to be understood, 10% said it was difficult to be understood, 80% said sometimes it was difficult and there was no one said that the lesson can seldom be understood.

The third and the fourth column showed the Feedback from students after the English teacher explained the material, there were 16.7% said always there were feedbacks to the lesson, 20% said frequently happen, 33.3% said sometimes it was

happening, 20% said seldom happen and only 10% said there was no feedback from the students.

The fifth and sixth column showed the percentage of the students who said English learning by using WhatsApp was Monotonous. There are 6.6% said the learning process by using WhatsApp frequently monotonous, 56.7% said sometimes it was monotonous, 16.7% said it was seldom happening, and there are 20% students said the learning English by using WhatsApp never monotonous.

Table 4.8 The understanding of the lesson by the learning process

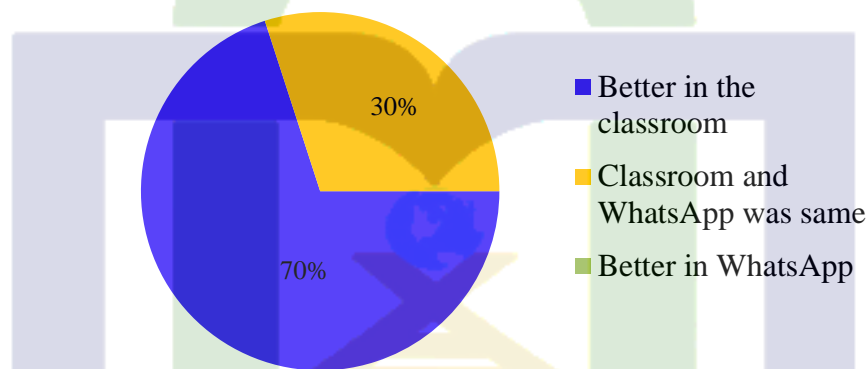
Understanding of Lesson in WhatsApp	%	Feedback after Teaching Lesson	%	Monotonous Learning Process	%
Easy to understand	10%	Always	16.7%	Always	0%
Difficult to understand	10%	Frequently	20%	Frequently	10%
Sometimes understand	80%	Sometimes	33.3%	Sometimes	56.7%
Seldom to Understand	0%	Seldom	20%	Seldom	16.7%
		Never	10%	Never	20%

The data showed that sometimes the English material that was obtained could not be understood by students so this was an indication of the cause of the feedback that only happen even sometimes monotonous processes so that no maximum process occurs in learning.

12. Students' concentration level

There were 70% said that their concentration was better in the class than by using WhatsApp in learning English, 30% said it was the same both of the situations, and there was no one who said it was better on WhatsApp than in the class. To make it clearer the data will be described by the figure below.

Figure 4.7 The concentrations level in the classroom and WhatsApp



This data showed that most of the students said their concentration was better in the classroom than on WhatsApp to learn English. There was not a student said that was better learning by using WhatsApp than in the classroom. So, it is better to make WhatsApp is only a medium to support the learning process in the classroom.

4.2 Discussion

In this part, the researcher will give explanations about the research result based on the data related to the research questions in the first chapter which had divided into 2 parts namely students' perception in learning English by using WhatsApp and the students' ability in learning English.

4.2.1 Students' Perception in Learning English by Using WhatsApp Media

The perception of each individual can be different even against the same object because they have different experiences in responding to something. This is supported by what was stated by Joanes J, in his book that some people who see the same thing can interpret it differently. Therefore, the meaning is different. That way everyone behaves differently.¹ The previous data from the survey had shown that the students had a good view of the method of learning English by using WhatsApp, most of them using WhatsApp balanced between lesson and private gain. They have a media for practice English and make it a habit more often than before because they had WhatsApp media.

The survey showed that they liked the method with the utilization of WhatsApp. The learning process also used all of the WhatsApp features in the English learning process but the students sometimes still confused with the material but the result of the survey showed that they could ask anytime and anywhere if they had any problem in learning English. It was a good process to solve the problem for teaching and learning English it is related to the survey result that showed the most students claimed that the students and the English teacher had a balanced activation in the learning process.

The previous data showed they more frequently active gave the question or response to the material than answer or response from others caused they sometimes didn't understand the English material in the learning process. Some students claimed, sometimes the students made feedback in any questions or responses after

¹Joanes J, *et al.*, *Persepi & Logik*, 2014, p.8.

the presented material by the teacher. It means there was also without any feedback from the students and the learning process sometimes monotonous so the researcher had analyzed that the cause of sometimes students silent was the boring process or confused about the material at all although some of the students said the English material was easy. To maximize the learning process, teachers are required to be observant in seeing situations and conditions so that the learning process can occur as effectively as possible. This is in line with what was stated by Teresa Cremin, that the teachers need to accept that creativity is not confined to particular children, but is a human potential possessed by all and one that is open to development Creativity, in essence, the generation of novel ideas, is possible to exercise in all aspects of life. In problem-solving contexts of a mundane as well as unusual nature, humans can choose to adopt a creative mindset or attitude and trial possible options and ideas.²

The survey result showed that 70% of students claimed WhatsApp was an effective medium for improving students' English ability, 26.7% said sometimes effective and only 3.3% said it was seldom effective. Learning English by using WhatsApp media could provoke the students for more action in the learning process. Although, it was sometimes happening it still good enough caused most of the students which 60% among them had improvement in English 33.3% still have ordinary skill and 6.7% said there was no difference and there was no one said their English was decreased.

The obligation of the students in learning English by using WhatsApp in MAN 2 Polewali Mandar made a variety of responses. There are 6.6% said the Obligations of learning to use WhatsApp made them very disrupted in daily activity,

²Teresa Cremin, *Teaching English Creatively* (Newyork: Routledge, 2009), p. 3.

20% said that disrupted enough, 46.7% said that was mediocre, and there is 26.7% said that they were not disrupted at all. It means the learning process by using WhatsApp only suitable for the support media in learning English. It is not good to make WhatsApp for the main process of English learning than in the classroom it is very connected with the result of the survey that showed 70% students claimed their concentration was better in the classroom than learning English by using WhatsApp media, the rest students which 30 % said it is same between learning English in the classroom and WhatsApp but there is no one said it was better learning English by using WhatsApp than in the classroom.

4.2.2 Students' Ability in Learning English

Measurement of student ability is done by taking the results of scores that have been given by English teachers to students. According to Joko Widiyanto, the most important part of measuring with a test is the preparation of the text. If all tests are arranged as well as possible then most of the objectives of the test preparation are achieved, in addition to scoring (giving Figures) and assessing the work that requires perseverance from the assessor, plus wisdom.³

The English ability of each student is different especially in MAN 2 Polewali Mandar, it can be known by the documentation of English teacher's but the students score had no too far differences. It can be seen by the frequency of their score which the researcher had classified. There were 9 students who got very good and 21 students got a good score in the final score while 4 students got a very good score and 26 students got a good score in practice score.

³Joko Widiyanto, *Evaluasi Pembelajaran :Sesuai dengan Kurikulum 2013 Konsep, Prinsip dan Prosedur* (Madiun: UNIPMA Press 2018), P. 217.

The English ability of the student in MAN 2 Polewali Mandar had a mean score of 77,86 in the final score and 75,53 in practice score, both of the mean score places are in the good classified. So, it can be concluded that the students in MAN 2 Polewali Mandar have good English ability.

Learning English with the use of multimedia can maximize learning objectives because it can create a more lively, fun and less boring learning atmosphere.⁴ This is related to research result which had been got by the researcher in MAN 2 Polewali Mandar which the students' survey had expressed their views in the previous questionnaire.

Five main reasons to use the internet for English teaching:

1. Authenticity: Language learning is most successful when it takes place in authentic, meaningful contexts. The internet is a low-cost method of making language learning meaningful; it gives students 24-hour access to vast amounts of authentic material on any topic they are interested in and allows opportunities for authentic communication and publishing.
2. Literacy: The ability to read, write, communicate, research, and publish on the internet represents important new forms of literacy needed in 21st century.
3. Interaction: The internet provides opportunities for students to interact 24 hours a day with native and nonnative speakers from around the world.
4. Vitality: The internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connecting to their real-life needs.

⁴Kaharuddin, *Model Pembelajaran Bahasa inggris berbasis multimedia*(Yogyakarta: Deepublish 2017), P. 108.

5. Empowerment: Mastery of the internet increases the personal power of teachers and students.⁵

From these two views, the researcher can conclude that the two views are closely related to learning English using media and the internet so that this view becomes a supporting theory for this study with the collaboration of the two, namely the use of internet-based WhatsApp English learning media.



⁵Mark Warchauer, Heidi Shetzer, and Cristine Meloni, *Internet for English Teaching*(Washington DC:TESOL Inc 2002), P.7.

