CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates on the findings of research based on data collection. The findings are meant to answer the research question in chapter one: 1) What are the student's perceptions of the use of WhatsApp application as a Medium for Online Learning Activities? 2) What are the advantages and disadvantages of the use of WhatsApp application as a Medium for Online Learning Activities?

4.1 Research Finding

This research aims to explore the perceptions of SMKN 4 Pandeglang students regarding the use of the WhatsApp application as a medium for online learning activities. The study seeks to uncover the benefits, drawbacks, and impacts of utilizing WhatsApp for learning based on students' experiences. Through interviews and questionnaires, the researcher engaged 15 participants, including both teachers and students who had prior experience using WhatsApp for learning purposes.

The research methodology involved conducting interviews and administering questionnaires to both teachers and students, with a focus on understanding students' perceptions of using WhatsApp for online learning.
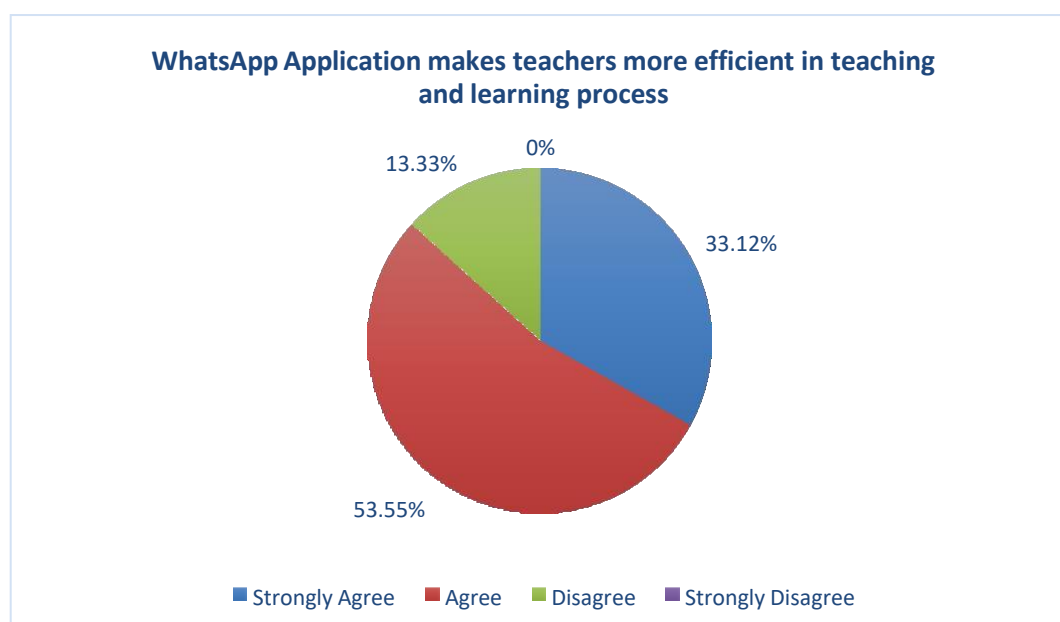
Regarding the research question, participants highlighted both the

advantages and disadvantages of using WhatsApp for online learning. They acknowledged that learning via WhatsApp is convenient, as it is free and allows for flexible learning anytime and anywhere. However, the study also revealed that students exhibited less enthusiasm towards using WhatsApp for learning. Many students expressed that learning through WhatsApp did not enhance their motivation for teaching and learning. They found the experience boring, with minimal student participation and difficulty in understanding the teaching material provided by teachers. Additionally, some students faced challenges such as poor internet connectivity, particularly those residing in rural areas.

Overall, the findings shed light on the mixed perceptions among students regarding the use of WhatsApp for online learning, highlighting both its advantages and drawbacks.

4.1.1 Questionnaire Data

Figure 4.1.1.1

WhatsApp Application makes teachers more efficient in teaching and learning process

0%
13.33%
33.12%
53.55%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

1. In the first questionnaire, the researcher asked the participants whether WhatsApp Application makes teachers more efficient in the teaching and learning process. In total, of the 15 students', it shows that most of them students agreed learning through WhatsApp makes teachers more efficient in teaching and learning the results show that 5 Students' (14%) strongly agree, 8 Students (53.55%) agree, 2 students (2%) disagree, and 0 students (0%) strongly disagree if WhatsApp Application makes teachers more efficient in teaching and learning process.
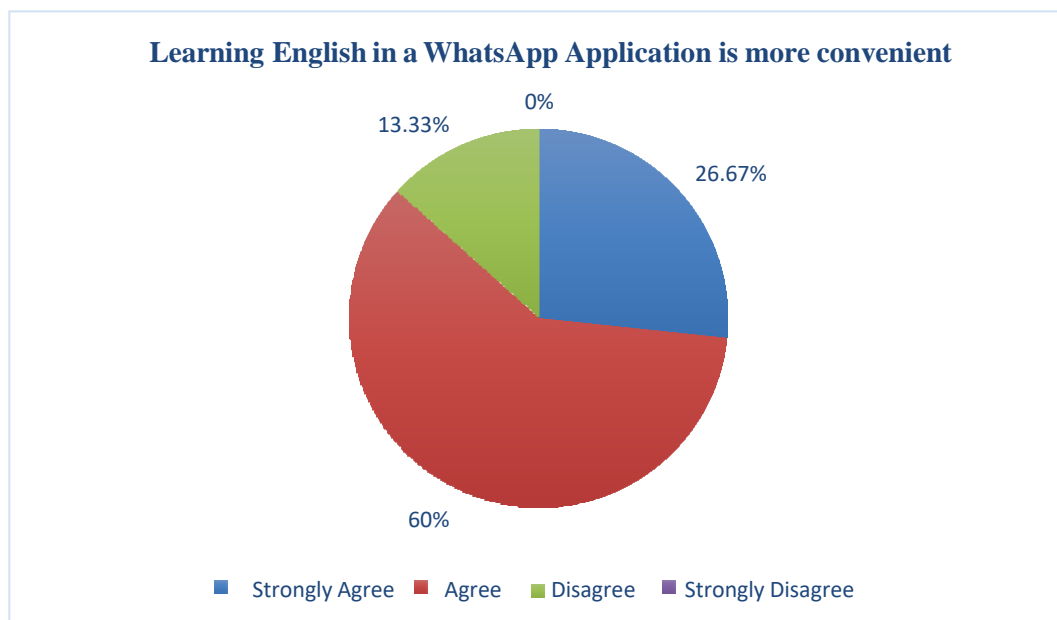
Figure 4.1.1.2 Learning English in WhatsApp Application is boring

Learning English in WhatsApp Application is boring

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree
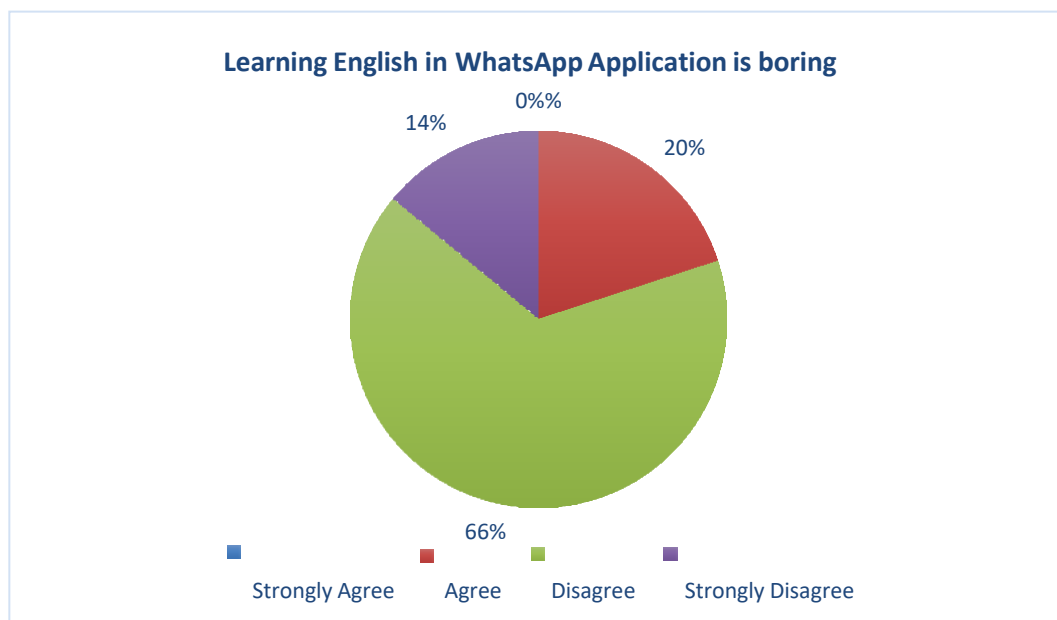
2. In the second questionnaire, the researcher asked the participants whether Learning
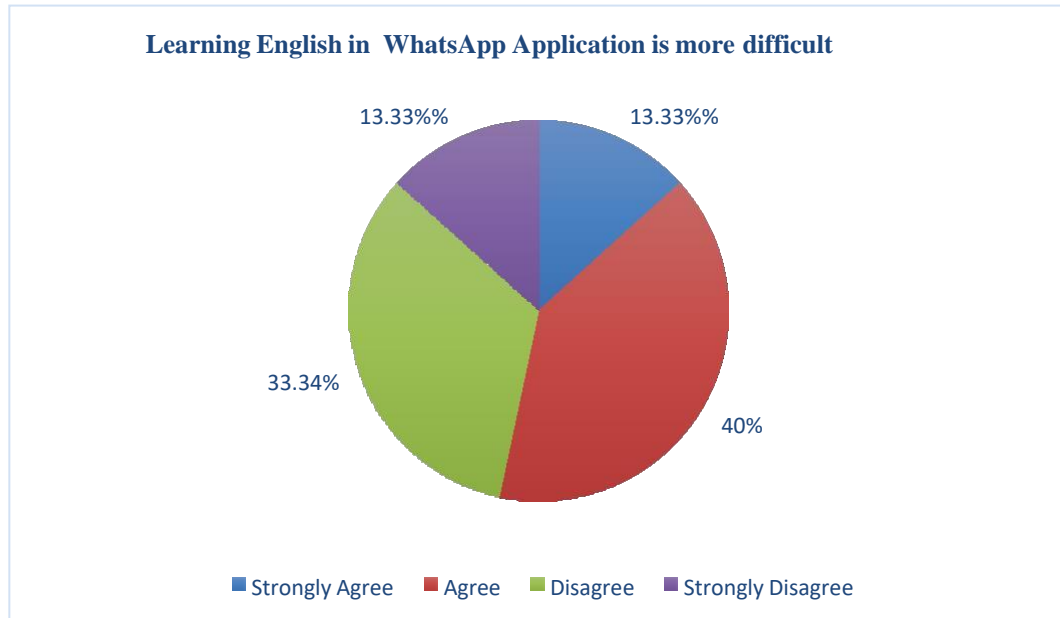
English on WhatsApp applications is boring In total, from the 15 students, it shows that most of the students disagreed learning on WhatsApp is boring. Based on the results, shows that 0 Students (0%) strongly agree, 3 Students (20%) agree, 10 students (66%) disagree, and 2 students (14%) strongly disagree if Learning English on WhatsApp Application is boring.

Figure 4.1.1.3 Learning English in a WhatsApp Application is more convenient

Learning English in a WhatsApp Application is more convenient

0%

13.33%

26.67%

60%

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

3. In the third questionnaire, the researcher asked the participants whether Learning English via a WhatsApp Application is more convenient, In total, of the 15 students, it shows that 4 Students' (26.67%) strongly agree, 9 Students (60%) agree, 2 students (13.33%) disagree, and 0 students (0%) strongly disagree if Learning English in a WhatsApp Application is more convenient.

*Figure 4.1.1.4 Learning English in WhatsApp Application is more difficul*t
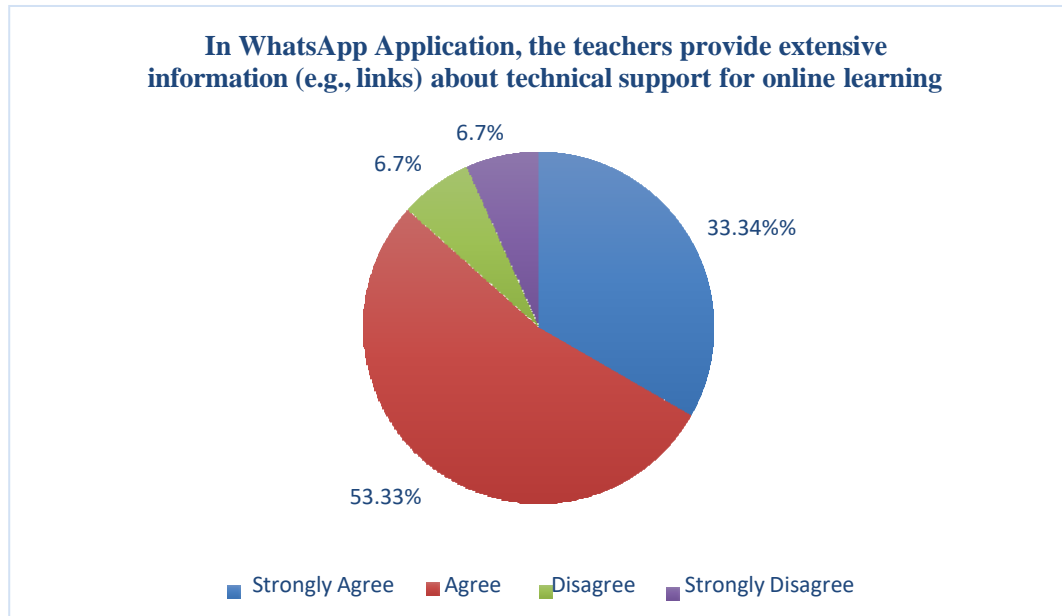

4. In the fourth questionnaire, the researcher asked the participants whether Learning English on WhatsApp Application is more difficult, In total, of the 15 students, it shows that2 Students' (13.33%) strongly agree, 6 Students (40%) agree, 5 students (33.34%) disagree, and 2 students (13.33%) strongly disagree if learningEnglish in WhatsApp Application is more difficult.

Figure 4.1.1.5 *In the WhatsApp Application, the students hard to understand the material.*

In WhatsApp Application, the students hard to understand the material.

0%   0%

33.34%

66.66%

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree
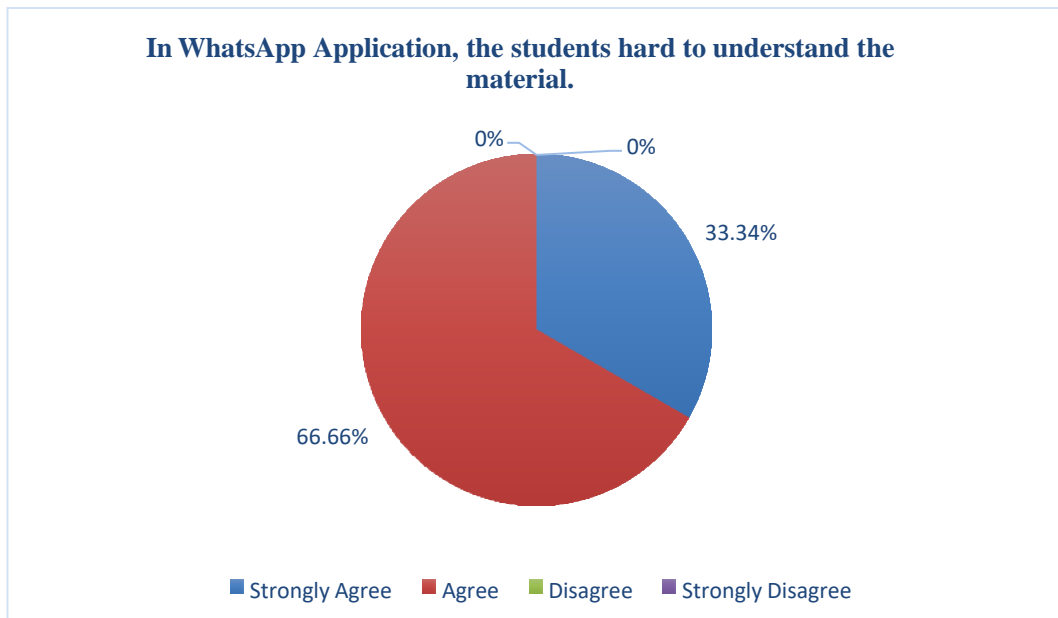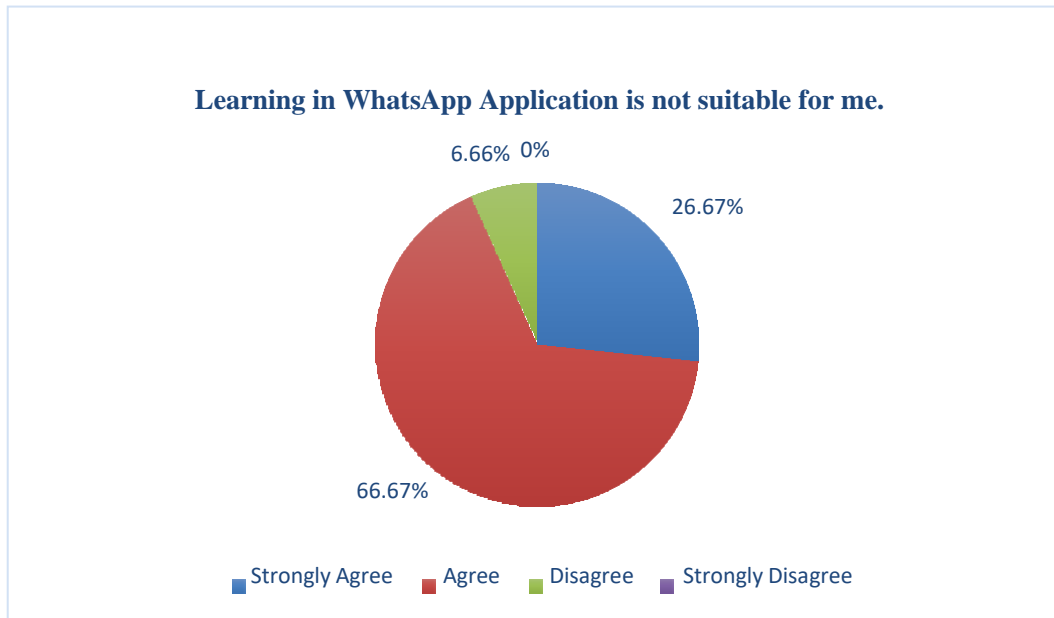
5. In the fifth questionnaire, the researcher asked the participants whether in WhatsApp application, they hard to understand the material, In total, of the 15 students, it shows that 5 Students' (33.34%) strongly agreed, 10 Students (66.66%) agreed, 0 students (0%) disagree, and 0 students (0%) strongly disagree if In WhatsApp Application, the students hard to understand the material.

Figure 4.1.1.6 *In the WhatsApp Application, the teachers provide extensive information(e.g., links) about technical support for online learning*

In WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning

6.6. In the sixth questionnaire. The researcher asked the participants, in total, from the 15 students, shows that 5 Students' (33.34%) strongly agreed, 8 Students (53.33%) agreed, 1 student(6.7%) disagreed, and 1 student (6.7%) strongly disagreed if In WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning.

Figure 4.1.1.7 Learning in WhatsApp Application is not suitable for me

Learning in WhatsApp Application is not suitable for me.

6.66% 0%

26.67%

66.67%

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

7. In the seventh questionnaire. The researcher asked the students if learning on WhatsApp is not suitable for them or not, In total, of the 15 students, it shows that 4 Students' (26.67%) strongly agreed, 10 Students (66.67%) agreed, 1 student (6.66%) disagreed, 0 student (0%) strongly disagree if Learning in WhatsApp Application is not suitable for them.
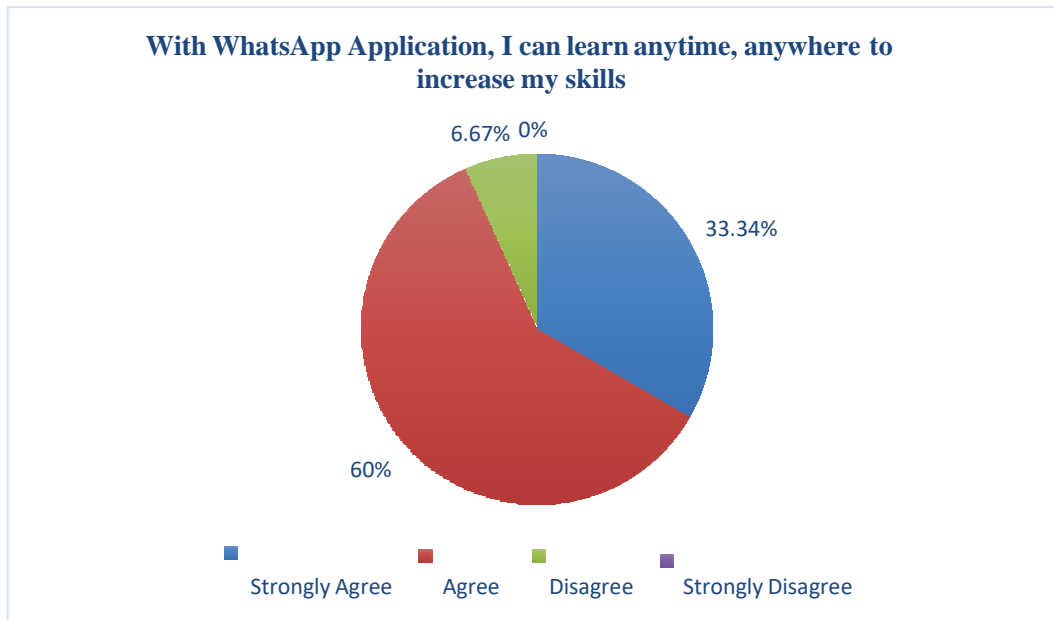
Figure 4.1.1.8 With the WhatsApp Application, I felt motivated to explore content-related materials

With WhatsApp Application, I felt motivated to explore content related materials

13.33%%

20%

27%

40%

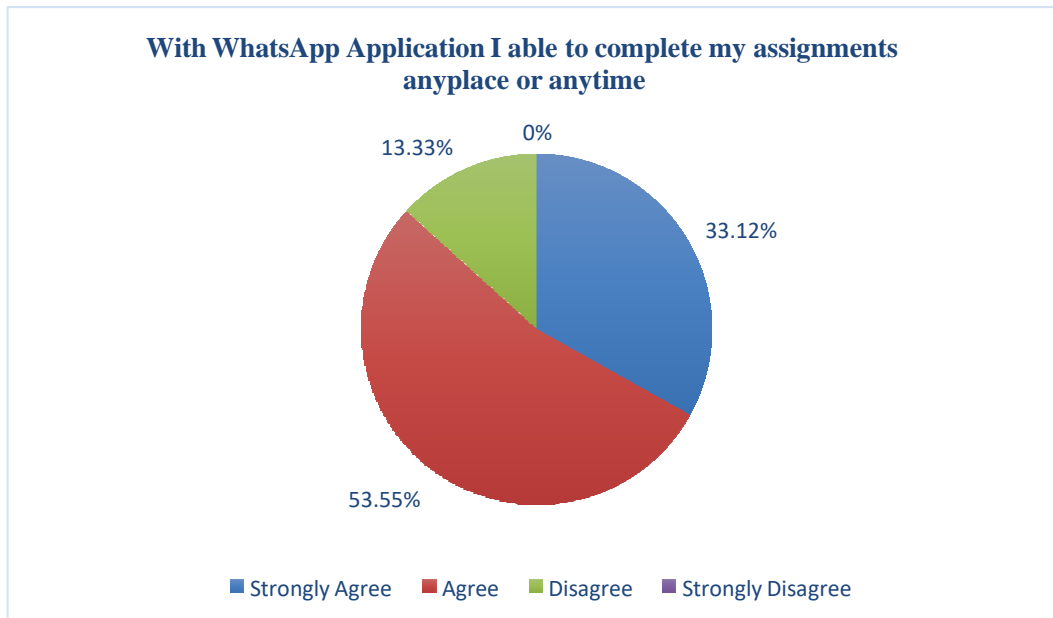■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
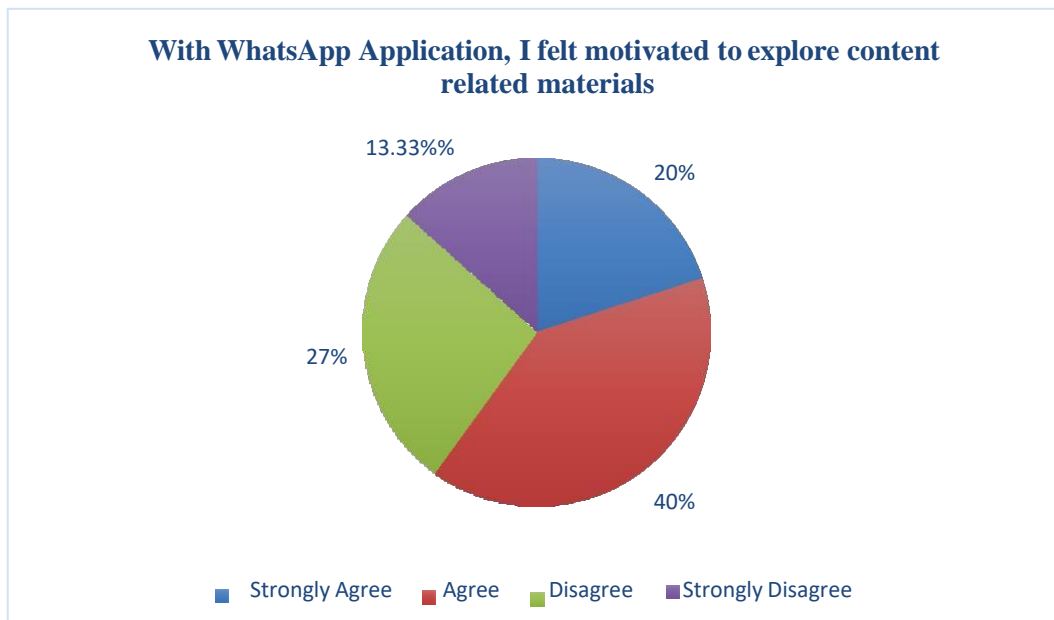
8. In the eighth questionnaire. In total, from the 15 students, it shows that 3 Students' (20%) strongly agree, 6 Students (40%) agree, 4 students (26.67%) disagree, and 2 students (13.33%) strongly disagree, With WhatsApp Application, they felt motivated to explore content related materials.

Figure 4.1.1.9 With WhatsApp Application, I can learn anytime, anywhere to increase my skills

9. In the ninth questionnaire. In total, from the 15 students, it shows that 5 Students' (33.34%) strongly agree, 9 Students (60%) agree, 1 student(6.66%) disagree, and 0 students (0%) strongly disagree With the WhatsApp Application, they can learn anytime, anywhere to increase the skills.

Figure 4.1.1.20 *With WhatsApp Application I can complete my assignmentsanyplace or anytime*

10. In the last questionnaire. In total, from the 15 students, it shows that 5 Students' (14%) strongly agree, 8 Students (53.55%) agree, 2 students (2%) disagree, and 0 students (0%) strongly disagree With WhatsAppApplication they able to complete their assignments anyplace or anytime.

4.1.2 Interview Data

The first question of the interview was used to obtain data about How often they use WhatsApp applications as communication tools. Based on the answers given by the respondents, the majority of them use WhatsApp very often as a communicationtool: "I'm using WhatsApp as my main online communication with my friend" and "Yes,I usually use WhatsApp as a communication tool". (Q1, R12) It indicates that WhatsApp is very important to the students as their communication tool.

The second question of the interview was used to obtain data about How long they have been using WhatsApp application as a learning tool. Based on the interview, most students answered that they have used WhatsApp as media for online learning since the pandemic.

"I use WhatsApp as media for online learning tool since COVID-19" (Q2, R7)

The third question of the interview was used to obtain data about whether the participants felt that the process of learning carried out through WhatsApp was interesting or not. Based on the interview, most of the students said that learning through WhatsApp is interesting because it's a whole new experience. One of the participants stated:

"…im excited to learn in new platform" (Q3, R1)Another participants also added:

"…It's a new experience for me" (Q3, R2

The fourth interview question was used to gain data about the advantages of using WhatsApp for online learning. Based on the findings most of them feel that WhatsApp has a lot of advantages. One of the participants said that:

"…It helps me to learn anywhere (Q4, R15) One of the participants also stated:

"…I feel like learning in WhatsApp is more fun because we can say whatever we want without being shy" (Q4, R1)

The fifth question was used to obtain data about whether they feel motivated to learn English more after learning via WhatsApp in class. Based on thefindings most of the participants did feel more motivated to learn English. As oneof the participants stated:

"…Yes, I feel motivated to learn more" (Q5, R2) Other participants also added:

"…Of course, I need to learn English" (Q5, R15)

From the results above, learning in WhatsApp applications did motivate most of the participants because it was considered a practice that can simulate how they should learn. Meanwhile, some students do not feel the same as they think that learning in WhatsApp is not enough.

4.2 Research Discussion

The utilization of the WhatsApp application for online learning presents both advantages and disadvantages as perceived by students. Through interviews conducted with six participants, including both teachers and students, various opinions and responses regarding the benefits and drawbacks of using WhatsApp for online learning emerged.

Overall, participants acknowledged that WhatsApp serves as a convenient and accessible platform for learning, allowing students to study anytime and anywhere. It facilitates immediate feedback and supports cost savings by reducing travel and infrastructure expenses associated with traditional learning methods. Additionally, WhatsApp is viewed as user-friendly and conducive to comprehension and retention of learning material.

However, several challenges were also highlighted. Students expressed difficulty in maintaining concentration and active engagement during online learning sessions conducted via WhatsApp. They often felt bored and less motivated due to limited interaction opportunities and unclear explanations from teachers. Moreover, unreliable internet connections, particularly in rural areas, posed significant obstacles to effective learning through WhatsApp.

In conclusion, while WhatsApp offers convenience and accessibility for online learning, it is not without its shortcomings. Challenges such as limited interaction space, poor internet connectivity, and passive learning engagement need to be addressed to optimize the effectiveness of WhatsApp as a learning platform. Measures to improve internet infrastructure and enhance teaching strategies are crucial to mitigate these challenges and maximize the benefits of using WhatsApp for online learning.