

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This section discusses the findings and discussion of teaching writing narrative text using line application for students course. First, the researcher described the findings about implementation of writing narrative text learning using line application for students course. Second, the researcher described the findings regarding student task achievement in writing narrative text using line application.

#### **4.1 FINDINGS**

The findings of the implementation of learning to write narrative text using line application and student achievement in writing narrative text using line application for students course. The researcher observed the process teaching in English Course at the Desa Kemantren, Tulangan district, Sidoarjo regency held in two meetings. The first meeting was on September 28<sup>th</sup>, 2020 and the second meeting on October 5<sup>th</sup>, 2020 with 7 students attending.

##### **4.1.1 Findings of The Implementation of Teaching Writing Narrative Text by Using Line Application**

The result of the implementation of learning to write narrative text using line application for student learning are signed the observation field notes and signed the observation checklist. The observation were made in two meetings which were held on

September 28<sup>th</sup>, 2020 and October 5<sup>th</sup>, 2020. The first meeting only explained the narrative text then make the narrative text. After that, post the narrative text on the timeline in the line application. The second meeting, the teacher gave feedback on each student's post, after receiving feedback the students were expected to improve their assignment's and repost them on the timeline in line application.

#### **4.1.1.1 The First Meeting**

The observations will be held on Monday, September 28<sup>th</sup>, 2020. The class starts at 16.30 to 18.00. Before the class started at 16.15, the researcher spoke with the English teacher in the English course to explained some of the strategies that would be applied during the learning process. Around 16.30 the teacher came into the classroom. Meanwhile, the researcher follow the teacher to enter the classroom. Before learning begins, the teacher introduced the researcher to the students. After that, the researcher took the back sat to observed the learning process until it was finished.

#### **Opening**

Teacher : “Assalamualaikum Wr. Wb. Good evening students.”

Students : "Wa'alaikumsalam Wr. Wb. Good evening sir."

Teacher : "How are you today? *Apakah hari ini ada yang tidak hadir?*"

Student 1 : "Very well sir."

Student 2 : "Good sir".

Student 3 : "Tidak sir *semuanya hari ini hadir*".

Teacher : "Okay thank you".

### **While Activity**

The teacher leads a prayer to start the learning process.

Teacher : "Before we start today's study let us pray first".

The teacher, the researcher, and all the students pray together.

Teacher : "Finish, amin".

Students : "Amin".

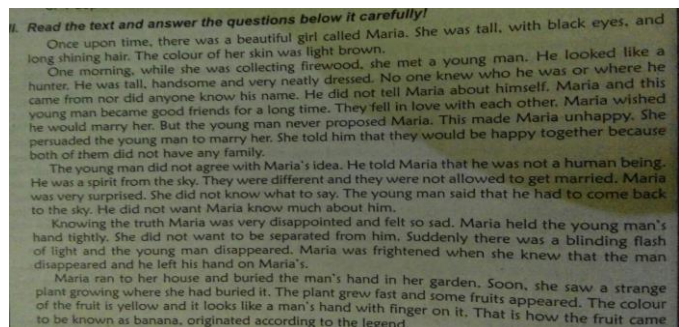
Teacher : "Okay, many different kinds of the text in English lesson. *Jadi ada banyak macam teks dalam bahasa inggris*".

Students : "Yes, sir".

Teacher : "*Dalam bahasa inggris ada teks apa saja yang kalian ketahui?*"

Student 1 : "Descriptive text".

- Student 2 : "Recount text sir".
- Student 3 : "Narrative text and report text mr".
- Teacher : "All the answer is great! Have four kinds of the texts are in English lessons. Tetapi dari



Picture No. 4.1 Narrative Text

The teacher gave narrative text to students and prepare the narrative text before learning process. The explanatory text prepared is about "*Bawang Merah dan Bawang Putih*". The text that contains elements of a fairy tales.

Teacher : "*Baiklah, mari kita lanjutkan membahas materi hari ini tentang apa?*"

Students : "Narrative text mr".

Teacher : "*What is the narrative text? Apa yang kalian ketahui tentang teks naratif?*"

Student 1 : "*Teks yang menceritakan suatu cerita yang memiliki ringkasan peristiwa mr*".

Student 2 : "*Cerita non fiksi mr*".

Student 3 : "*Teks yang berbentuk dongeng, mitos, dan cerita rakyat mr*".

Teacher : "Good! Narrative text is an imaginative story to entertain people. *Jadi teks naratif itu sebuah teks yang tujuannya untuk menghibur seseorang*".



Picture No. 4.2 Teaching Learning Process

Students : "Yes, mr".

Teacher : "What is the generic structure of narrative text?"

Student 1 : "Orientation, complication, and resolution mr".

Teacher : "Smart! The generic structure of narrative text is orientation is the opening paragraph (*biasanya berisi pengenalan tokoh, tempat, dan waktu terjadinya cerita*), *complication yaitu permasalahan yang muncul atau mulai terjadi*, resolution is where the problems in the story and the last is coda".

Student 1 : "*Mr. saya mau bertanya, apakah kita harus*

*selalu menggunakan koda?"*

Teacher : "Thank you for your question. *Jadi, untuk koda itu sifatnya optional kita bisa menggunakannya dalam menulis sebuah teks naratif atau pun tidak menggunakannya. Bagaimana, sudah faham?"*

Student 1 : "*Baik mr, thank you*".

Teacher : "After that, social function. What is the social function in narrative text?"

Student 1 : "*To amuse the reader mr*".

Teacher : "Yes, the social function is to amuse the reader or to entertain the reader with a story".

Teacher : "Okay, the language feature in narrative text using past tense, adverb of time, conjunction, and action verb. *Apakah ada yang bertanya?"*

Student 1 : "*Action verb itu contohnya seperti apa mr?"*

Teacher : "Action verb is a verb that shows an action. *Jadi action verb itu kata kerja bahasa inggris yang menjelaskan subjek kalimat dalam melakukan sesuatu, contohnya "John runs through this street" kalimat pertama subjek yang menjelaskan bahwa John melakukan*

*kegiatan berlari di jalan".*

Students : "Oh, I understand mr Thank you".

After the teacher explains the material of narrative text. Then, the teacher gives directions to students how to do it use the line application to write narrative text. After that, the teacher describes the strategy steps. First, the students make narrative text. Second, the students look for generic structure, language features and social function. Third, after the students make narrative text and analyze the structure of the narrative text, the students are asked to post their writing on the timeline in line application.



Picture No. 4.3 The Teacher Explains The Use of Line Applications in Writing Narrative Text

Teacher : "*Baiklah, setelah kita mempelajari tentang definition of narrative text, language features, generic structure, and social function of narrative text. Setelah itu, kalian harus membuat teks naratif dan mengidentifikasi*

*teks naratif yang kalian berdasarkan struktur teks naratif. Kemudian kalian post di timeline pada aplikasi line".*

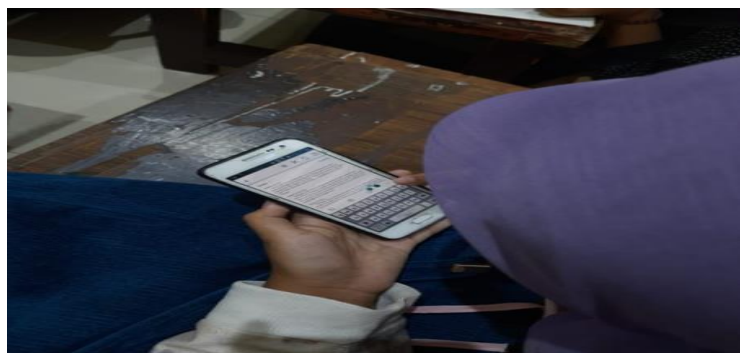
Student 1 : *"Strukturnya meliputi apa saja mr?"*

Teacher : *"Generic structure, language features, and social function".*

Student 4 : *"Jika tidak menemukan moral value bagaimana mr?"*

Teacher : *"It's okay, you can write moral value atau pun tidak".*

Students : *"Baik mr".*



Picture No. 4.4 The Students Make Narrative Text and Analyze

The Structure of The Narrative Text

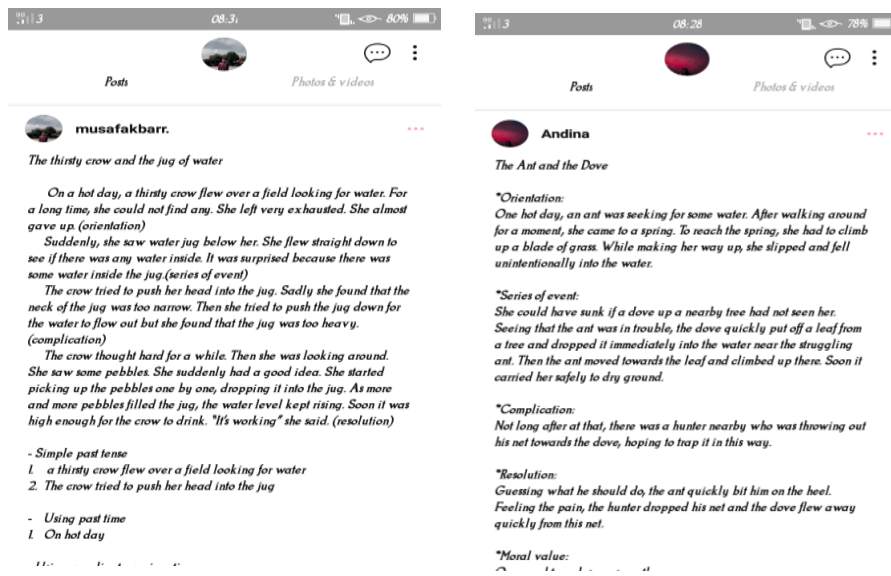
Teacher : *"Kalian bisa langsung membuat teks naratif sekarang, tetapi jika waktunya tidak mencukupi kalian bisa melanjutkan membuat teks naratif di rumah".*

Students : *"Baik mr, dikerjakan disini saja mr tidak*



*perlu dilanjutkan dirumah".*

Teacher : "It's okay".



### Closing

Teacher : "Baiklah, time is up. Saya ingin sedikit mereview materi hari ini. What is the narrative text?"

Students : "The imaginative story to entertain people".

Teacher : "Great! What is the generic structure and language features of narrative text?"

Students : "Orientation, complication, resolution and coda. The language features is using past tense, adverb of time, conjunction and action verb".

Teacher : "Bagus! For the next week let me see the

result of the posts that you have posted on the timeline in line application, then I have commented to improve again, please them back to post on the timeline in line application".

Students : "Yes, mr".

Teacher : "Okay, before we go home let's pray together! Begin!".

The teacher, the researcher and all the students pray together.

Teacher : "Finish! Good bye and see you next week. Assalamualaikum Wr. Wb".

Students : "Wa'alaikumsalam Wr. Wb".

#### **4.1.1.2 Second Meeting**

##### **Opening**

The observation was held on Tuesday, October 5<sup>th</sup>, 2020.

The class start at 16.30 until 18.00. The teacher entered the class at 16.25. Meanwhile, the researcher followed the teacher to enter the class. The researcher sat behind the students to observe the learning process.

Teacher : "Assalamualaikum Wr. Wb. Good evening".

Students : "Wa'alaikumsalam Wr. Wb. Good evening too mr".

Teacher : "Are you ready to study the lesson today?"

Students : "Yes, mr".

Teacher : "Okay, before we study let's pray together!  
Begin!"

The teacher, the researcher, and all the students pray together.

### While Activity

Teacher : "Finish! *Amiin*. Now I will review the material from next week. Do you remember about the material next week?"

Students : "Yes, mr. The material is about narrative text".

Teacher : "Good, what is the narrative text?"

Students : "An imaginative story to entertain people".

Teacher : "What is the generic structure of narrative text?"

Students : "Orientation, complication, resolution, and coda mr".

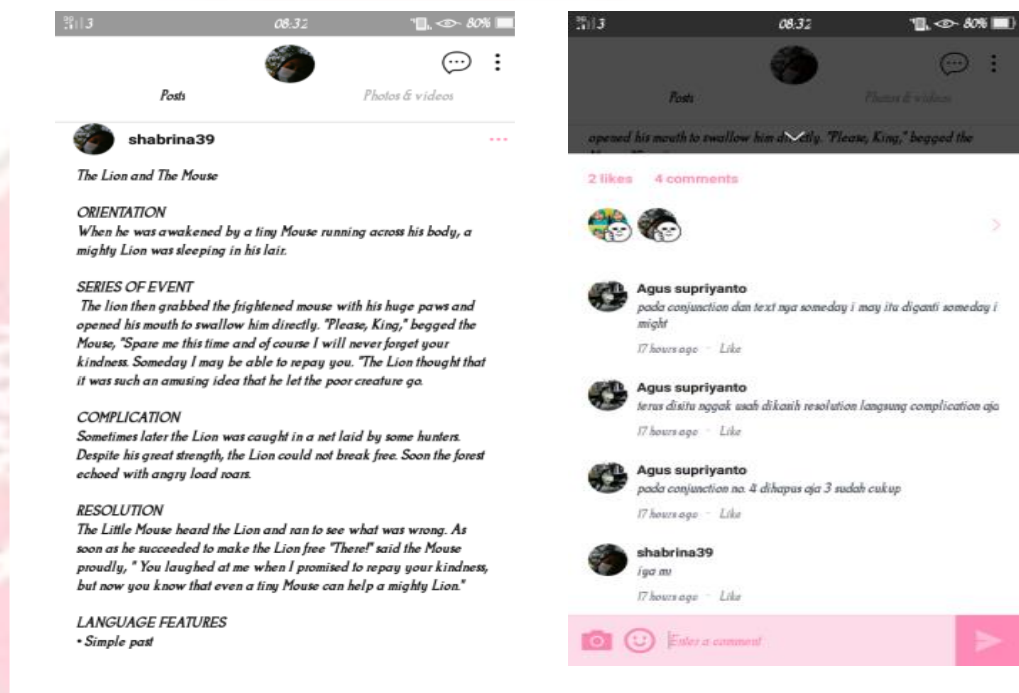
Teacher : "What is the social function?"

Students : "To amuse or entertain the reader with a story".

Teacher : "What is the language feature in narrative text?"

Students : "Using past tense (V2), adverb of time, conjunction, and action verb".

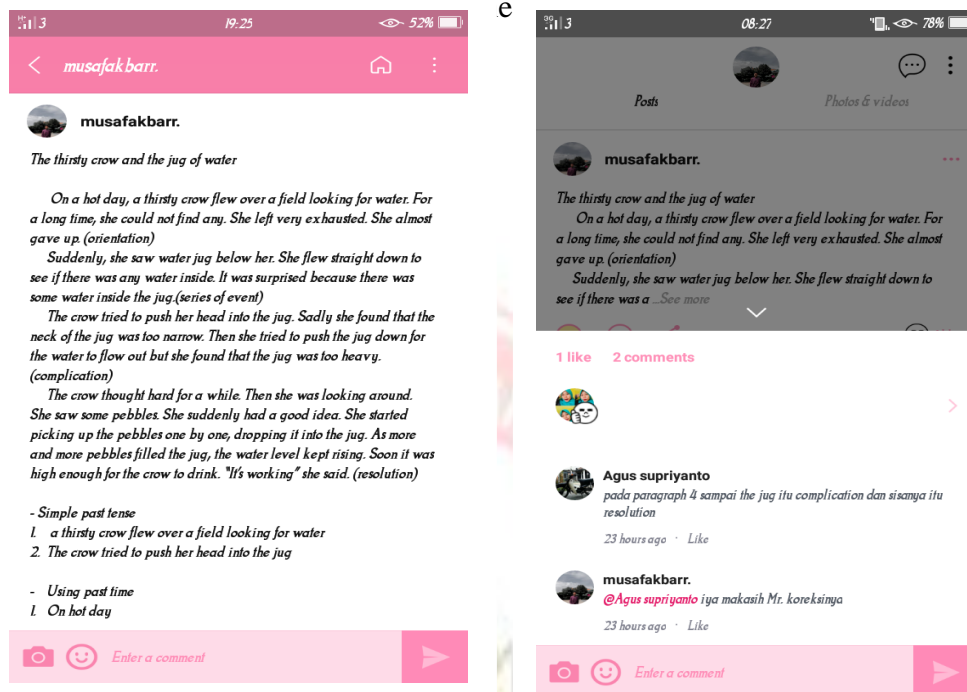
After the teacher reviewed next week material, the teacher asked about the assignment of making narrative text. Then the teacher checks student's assignments one by one on the timeline and provides comment on each student's post in



Picture No. 4.6 The Teacher Gives Comments on The Students' Posts and The Students Reupload The Correct Results

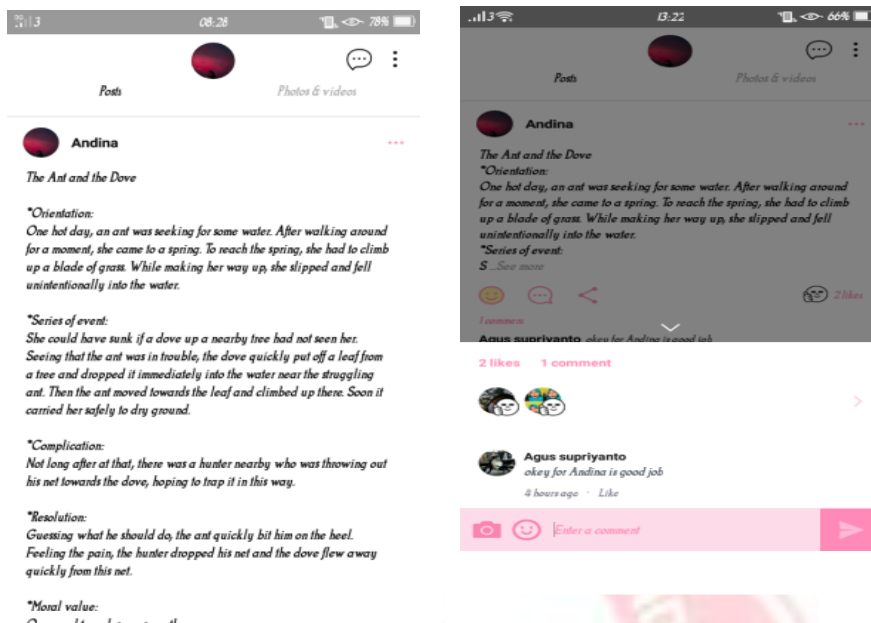
This narrative text writing by Shabrina Aulia Putri. Shabrina created a narrative text about "The Lion and The Mouse". The teacher gave the feedback on Shabrina's post about conjunction and resolution, because in the text that Shabrina wrote there was an error in the language features and

generic structure. After correcting there error, Shabrina re-



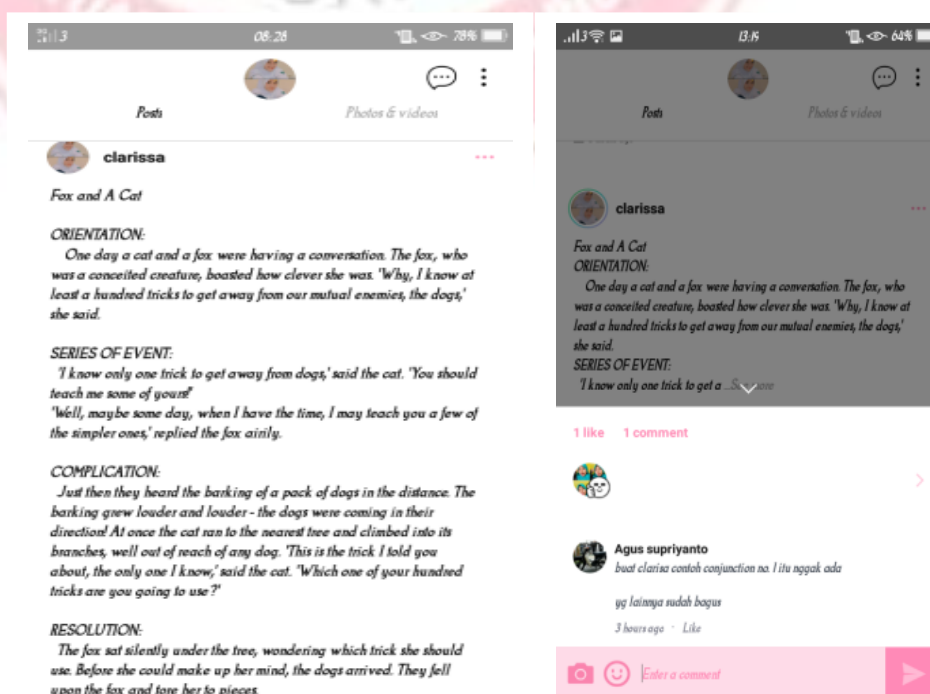
Picture No. 4.7 The Teacher Gives Comments on The Students' Posts and The Students Reupload The Correct Results

This narrative text writing by Musafa Akbar. Akbar created a narrative text about "Thirsty Crow and The Jug of Water". The teacher gave the feedback on Akbar's post about resolution, because the generic structure analyzed by Akbar was incorrect. Therefore, Akbar must correct the narrative text assignment and post it back on the timeline in the line application.



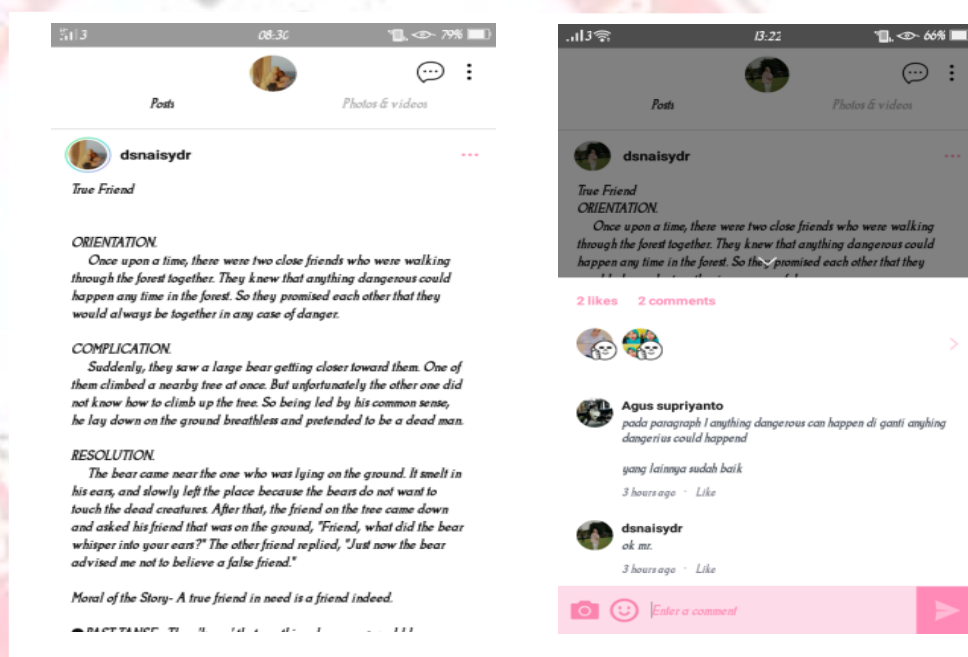
Picture No. 4.8 The Teacher Gives Comments on The Students' Posts  
 and The Students Replied The Correct Results

This narrative text writing by Andina Kusuma Putri. Andina created a narrative text about "The Ant and The Dove". In the narrative text written by Andina there is no comment from the teacher, because the narrative text wrote by Andina



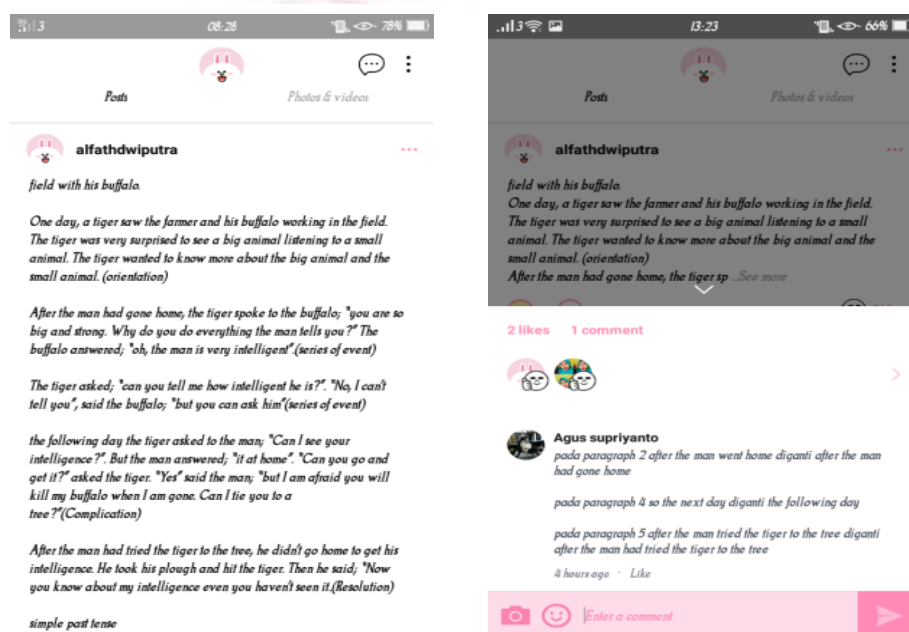
Picture No. 4.9 The Teacher Gives Comments on The Students' Posts and The Students Replied The Correct Results

This narrative text writing by Clarisah Razendri Ingnasia. Clarisa created a narrative text about “Fox and A Cat”. The teacher gave the feedback on Clarisa’s post about language features, because there was no conjunction. After giving comments by the teacher, Clarissa corrects her writing and



Picture No. 4.10 The Teacher Gives Comments on The Students' Posts and The Students Reupload The Correct Results

This narrative text writing by Disnaisya N. Disna created a narrative text about “True Friend”. The teacher gave the feedback on Disna’s post about on the first paragraph about anything dangerous could happen be replaced anything dengerius could happend.

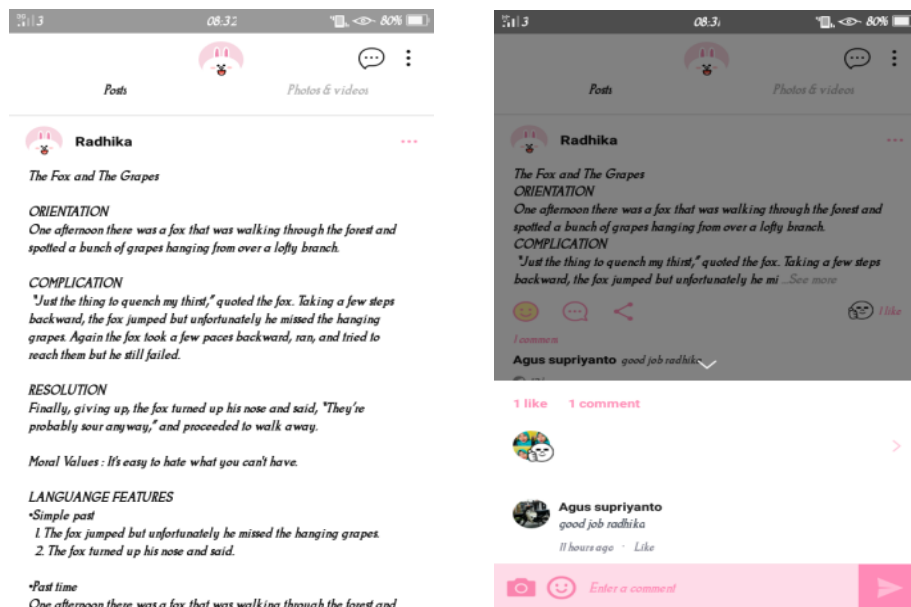


Picture No. 4.11 The Teacher Gives Comments on The on The Students' Posts and The Students Replied The Correct Results

This narrative text writing by Alfath Dwi Putra. Alfath created a narrative text about “Field With His Buffalo”. The teacher gave the feedback on Alfath’s post about the second paragraph after the man went home be replaced man had gone home, the fourth paragraph so the next day be replaced the following day, and the fifth paragraph after the man tried the tiger to the tree be replaced after the man had tried



the tiger to the tree.



Picture No. 4.12 The Teacher Gives Comments on The Students' Posts and The Students Reupload The Correct

#### Results

This narrative text writing by Radhika Yuandina. Radhika created a narrative text about "The Fox and The Grapes".

The teacher there was no a comment Radhika's pos, because the narrative text was good and correct.

#### Closing

The teacher gave a conclusion about the material. The students uploaded their text to line application.

Teacher : "Alhamdulillah, our learning about the narrative text has ended. Dengan adanya media pembelajaran yang baik yaitu menulis

*dengan menggunakan aplikasi line bisa membuat kalian semakin giat dalam belajar menulis bahasa inggris, terutama menulis tentang teks naratif".*

Students : "Yes, mr. *Semoga bisa semakin giat menulis dan belajar bahasa inggris".*

Teacher : "Amin. Okey because time is up, before we go home let's pray together! Pray start!"

Teacher : "Finish! Amin. Saya akhiri *assalamualaikum wr. wb. See u next time".*

Students : "Wa'alaikumsalam Wr. Wb. See you too mr".

#### **4.1.2 Students Responses**

After carrying out the learning process, the teacher provided a questionnaire to students. Then, the researcher told the students to fill out the questionnaire that had been given to be in accordance with their own thoughts without coercion from researchers or other people. The questionnaire was held to determine students' responses in learning to write narrative text using the online application media. This instrument was distributed to 7 students. In the questions listed there were eleven questions in the questionnaire. Questionnaire in the form of "Yes" or "No" question.

Based on the results of the questionnaire, the researcher changed the presentation results so that readers could more easily understand the data. Researchers used the formula as follows:

$$\frac{\text{The number of students who answer the options}}{\text{The number all of the students}} \times 100$$

Table of the student's response result of the questionnaire could be as follow:

No.	QUESTIONS	STUDENTS' RESPONSE		PRESENTAGE
		YES	NO	
1.	Apakah anda senang menulis dalam Bahasa Inggris?	5	2	71% (YES)
2.	Apakah sebelumnya guru anda pernah menggunakan media aplikasi Line ketika mengajar Writing?	0	7	100% (YES)
3.	Apakah belajar writing menggunakan media aplikasi Line menarik bagi anda?	3	4	57% (NO)

4.	Apakah anda menyukai belajar writing menggunakan media aplikasi Line?	4	3	57% (YES)
5.	Apakah media aplikasi Line membantu anda untuk bias menulis dalam menggunakan bahasa inggris?	4	3	57% (YES)
6.	Apakah pembelajaran menggunakan Line menjadikan waktu yang anda gunakan lebih efisien?	6	1	86% (YES)
7.	Apakah anda mengalami peningkatan atau kemajuan dalam menulis (writing) setelah mengetahui media aplikasi Line?	6	1	86% (YES)
8.	Apakah anda mengalami kesulitan menemukan generic structure selama	3	4	57% (NO)

	belajar writing narrative text menggunakan media aplikasi Line?			
9.	Apakah anda memiliki kendala dalam menemukan language feature teks narrative menggunakan line aplikasi?	2	5	71% (NO)
10.	Apakah anda memiliki kesulitan dalam membuat unity dan coherence antar paragraph menggunakan aplikasi line?	2	4	57% (NO)
11.	Apakah anda setuju menggunakan media aplikasi Line untuk belajar menulis (writing) digunakan di kelas?	6	1	86% (YES)

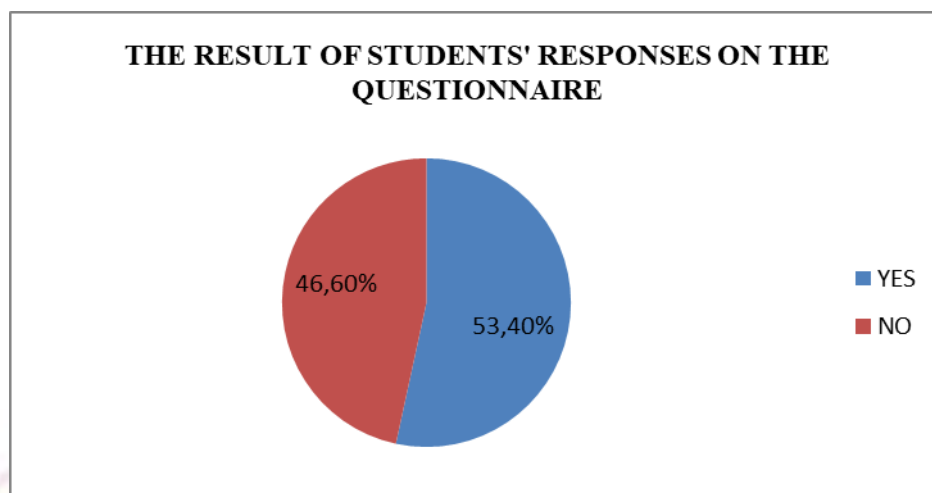


Figure 4.1.2.1 Frequency Chart of Students Responses

The researcher also presentage of each questionnaire :

1. The first question was “Apakah anda senang menulis dalam Bahasa Inggris?”and the percentage were 71% (Yes) and 29% (NO). That the students’ liked English writing.
2. The second question was “Apakah sebelumnya guru anda pernah menggunakan media aplikasi Line ketika mengajar Writing?” and the precentage were 0% (YES) and 100% (NO). That the teacher had never used line application when teaching writing.
3. The third question was “Apakah belajar writing menggunakan media aplikasi Line menarik bagi anda?” and the precentage were 43% (YES) and 57% (NO). That the learning to write using line application was not attractive to the students.

4. The fourth question was “Apakah anda menyukai belajar writing menggunakan media aplikasi Line?” and the percentage were 57% (YES) and 43% (NO). That the students’ liked learning to write using line application.
5. The fifth question was “Apakah media aplikasi Line membantu anda untuk bisa menulis dalam menggunakan bahasa inggris?” and the percentage were 57% (YES) and 43% (NO). That the line application could help the students to learn to write in English.
6. The sixth question was “Apakah pembelajaran menggunakan Line menjadikan waktu yang anda gunakan lebih efisien?” and the percentage were 86% (YES) and 14% (NO). That the learning using line application could make the time used by students more efficient.
7. The seventh question was “Apakah anda mengalami peningkatan atau kemajuan dalam menulis (writing) setelah mengetahui media aplikasi Line?” and the percentage were 86% (YES) and 14% (NO). That the students’ experienced improvement or progress in writing after knowing using line application.
8. The eighth question was “Apakah anda mengalami kesulitan menemukan generic structure selama belajar writing narrative text menggunakan media aplikasi Line?” and the

percentage were 43% (YES) and 57% (NO). That the students had difficulties finding generic structures while learning to write narrative text in using line application.

9. The ninth question was “Apakah anda memiliki kendala dalam menemukan language feature teks narrative menggunakan line aplikasi?” and the percentage were 29% (YES) and 71% (NO). That the students had problems finding language features of narrative text using line application.

10. The tenth question was “Apakah anda memiliki kesulitan dalam membuat unity dan coherence antar paragraph menggunakan aplikasi line?” and the percentage were 29% (YES) and 71% (NO). That the students had difficulties, made unity and coherenced between paragraphs using line application.

11. The eleventh question was “Apakah anda setuju menggunakan media aplikasi Line untuk belajar menulis (writing) digunakan di kelas?” and the percentage were 86% (YES) and 14% (NO). That the students agreed in using line application to learn to write in the classroom.

## 4.2 Discussion

This part the data obtained two meetings. The researcher discussed of observation field note, observation checklist, and questionnaire. The



observation included the teaching learning process and task for students.

#### **4.2.1 The Implementation of Line Application in Teaching Writing Narrative Text to The Tenth Grade Students at English Course**

According to Saleh Abbas (2006:125) stated that writing skills is the ability to express ideas, opinions, and feelings to the other party through written language. The accuracy of expressing ideas had to be supported by the accuracy of the language used vocabulary, grammatical and spelling usage. According to Ayu Lestari (2008:10) stated that learning to write using the line application students stated that this medium helped them write narrative text.

At the first meeting held on September 28<sup>th</sup>, 2020, researchers found that the implementation of learning to write narrative text using the line application media was almost effective. In this study the students were very excited and enthusiastic about studying narrative texts. At the first meeting, the teacher explained narrative text material such as definition, purpose of the text, general structure, examples of narrative text. Before starting the material, the teacher introduced the researcher to the students. Students welcomed researchers with pleasure. After that the teacher began to explain the narrative text material to students and was given the task by the teacher to write the narrative text.

Before students start writing text, the teacher gave directions for students to view the narrative and follow the teacher's instructions to use the line application. Students were very enthusiastic about following the instructions from the teacher using the line application media. When the teacher gave the assignment to students to write narrative text, the students were very enthusiastic. After they finished writing stories about their experiences, the teacher asked students to upload the results of writing narrative text on the timeline in the line application.

The second meeting was held on October 5<sup>th</sup>, 2020, the teacher repeated the material that had been studied together last week. After that the teacher asked students about the assignments that had been given last week. With enthusiasm, students said the assignment last week had been uploaded to the timeline on the line application. Then the teacher checked one by one student assignments that had been uploaded to the timeline on the application line. In addition, the teacher also provided feedback on each student's post. Students who were given feedback were required to justify writing the narrative text. Then, the students had confirmed their narrative text writing, the students had to re-upload their assignments on the timeline in the line application.

#### 4.2.2 Students Responses

The application of the using of line application media could improve students' abilities in learning to write narrative text. The implemented could be observed from the results of the text created by students. Before the application of the line media application, students experienced many difficulties in writing a text in English. Trained using media Line application can help students in learning to write narrative text with fun.

According to Karima Kusuma Wardani (2018) stated that students are more interested in using cell phone for learning. Based on this, it was necessary to take advantage of one the application of mobile phones as a learning medium, especially learning to write English. From the research conducted, it was found that 86% of students chose to agree to use the line application media to learn to write to be used in class and 86% of students experienced an increase or progress in writing after knowing the line application.

After conducting the learning media, the teacher distributed a sheet of paper to students containing a learning process questionnaire. The students were expected to fill out the questionnaire that had been given by the teacher. This questionnaire, the researcher could find out that many students liked learning to write using the line application, because with the

line application the students felt very happy and didn't get bored easily to learn to write.

From the research results above, it can be seen that the use of line applications could improve students' understanding in learning narrative text. Because the function of using narrative text itself was to train students in writing English texts without making students bored and lazy. In other words, this study proves that students' understanding could be improved through the use of line applications in learning.

