THE IMPLEMENTATION OF LINE APPLICATION IN TEACHING WRITING NARRATIVE TEXT TO THE TENTH GRADE STUDENTS' AT ENGLISH COURSE

ABSTRACT

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The purpose of this research is to implement the line application as learning to write narrative text in tenth grade students of English and to find out how students respond in implementing line applications as learning to write narrative text in tenth grade students in English. The reason for this research is that students often experience difficulty in writing. This research is descriptive qualitative because the researcher observes situations that occur naturally and describes them in the form of sentences to represent the data. The subjects of this study were teachers and students of the English Course (EC) course. The researcher used field note observation, checklist observation, and questionnaire. The findings of learning to write narrative text using the line application to students in English subjects are: First, the teacher provides motivation before starting lessons, the teacher gives explanatory texts, the teacher asks about the text, the teacher explains the text, the teacher asks students to predict, organize, practice, and practice by writing. Second, students compile their own text and upload the text to the timeline in the line application. Student data can be seen from the questionnaire that has been filled in by students.

Keywords : Line Application, Writing, Narrative Text

INTRODUCTION

The objective of social media is that the students are expected to be able to apply the social media as a learning tools. Distance learning is the acquisition of knowledge and skill through mediated information and instruction, encompassing all technologies and other forms of learning at a distance, Roberly Edwards (2000). In distance learning, teaching and learning activities do not always have to be face in the classroom. The considered of distance learning is not only

ineffective but also less efficient. Although the alternative solutions that can be use for enrichment problems in distance learning are to used e-learning as an interesting learning. According to Maltz, L., Deblois, P &The EDUCAUSE Current Issues Committe (2005) e learning is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. Futhermore, e-learning in the global in this era can easily use a media that is familiar to students, namely line.

According to Reza Syaeful (2007) that e-learning offers a unique academic opportunity to broaden the knowledge of students and can take advantage of various existing facilities on the internet, so the use of e-learning using the Line social networking site can be used as an attractive learning medium. Because, it provides access to online information, there is also a network where individuals can interact with each other and the features that support it. The Line network site is one of the most popular networking sites in Indonesia, where many Indonesian online users are students and students due to the ease of exchanging information provided by the application. According to Muhammad Rizalinor (2016) that line application among students has become a trend in exchanging teaching materials, exchanging assignments, and others. So, it's not too wrong if we think that social media lines can be used as an aid in learning apart from other media such as Facebook and blogs. Line is a free instant messenger application that can be used on several platforms. Line can perform activities such as sending text messages and others.

Writing is an important skill to be taught to the students at x class in

English course. Richards and Renandya (2002) state that There is no doubt that writing is the most difficult skill for L2 learners to master. Based on the material use in the course teaching online, there are some kinds of writing texts such as recount text, descriptive text, and narrative text that should be mastered by students at tenth grade in English course. From three kinds of writing text, the researcher focus on writing narrative text. According to Anderson, M., & Anderson, K (2003) states that a narrative is a piece of the text which tells a story, and in doing so, entertains or informs the reader or listener. The text consist of orientation, complication, and resolution.

Narrative text is an imagination story to entertain people. The function of narrative text is to amuse, entertain, and to deal with actual experiences in different ways. In order to fulfill the basic competences, students, are expected to be able to find out the specific information in the text, and to define vocabulary in the text, Rika Sari, Clarry Sada & Dewi Novita (2006:2). Based on statements above, narrative text is for senior high school students' especially in tenth grade. This text is interesting, because it can entertain the students in the teaching learning process and also students can get many information with writing the constume and the background of the story are really reprecent Indonesian.

REVIEW OF RELATED LITERATURE

Writing

According to Ghaith, G (2002) writing is a complete process which allows the author to explore thoughts and ideas and make them visible and concrete. On the same statement, Walk & Kerry (2008) stated that writing isn't a simple matter

of expressing idea in grammatical correct sentences. It means that in writing, the writer should be mastered the using of grammar and vocabulary to make the reader understand about what the writer. There are four major types of writing, they are narrative, descriptive, expository, and persuasive. Therefore, the ideas are the most important aspect of writing.

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc. This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

According to Brown (2001) a writer requires six major aspects of writing in producing a write text namely content, organization, discouse, syntex, vocabulary, and mechanics. Content deals with statement, related ideas, development ideas, and the use of description organization covers of the introduction, logical sequences of ideas, conclusion. Discourse include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical, reference, fluency, and variation. Syntex related to the sentence stucture or word order. Vocabulary refers to the word choice or diction in writing. Mechanics include the use of spelling, punctuation, citation of reference.

Narrative Text

According to Ayres Lioness (2013) narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993) stated that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

Narrative text is a text which contains a story ordered chronologically. So that, a text which gives the reason 'why' and 'how' the process of events that has no human involved is called narrative text.

1. Social Function

    To explain why and how something in the universe happen is an narrative texts' function. The purpose of telling the story is to give meaning, and to entertain the readers.

2. Generic Structure

    Generic structure is a way to compile the text. Generic structure is used to compose text properly. According to Derewienka, Baverly (1990) the steps for constructing a narrative are, (1) orientation, (2) complication, (3) resolution, (4) coda.

3. Language Features

    According to Gerot and Wignell (1994) many language use components mostly should be considered to write an explanation text as follow: (1) focus on specific usually individualized participants with defined identities, (2) use of material process (action verbs), (3) use of behaviour and verbal process, (4) use of relational process and mental process, (5) use of past tense, (6) use of temporal conjunction and temporal circumstances.

LINE APPLICATION

LINE is a free instant messaging application that can be used on various platforms such as smartphones, tablets and computers A, Lestari & S, Subadiyo

(2018:22). The success of LINE as an instant messaging application can be seen from users who reach 101 million in 230 countries in the world. LINE occupies a purchasing position is a decision-making process of purchase which includes determining what will be purchased or not make a purchase Kotler and Armstrong (2008:45).

The students can learn and explore the legends that exist in Indonesia. The procedure use of line application in teaching writing narrative text such as (1) the teacher provides assignment instructions and how to use the line application to write narrative text, (2) the students are asked to make narrative text, (3) finding the generic structure and language features, the students are asked to upload the assignments to the timeline on line application, (4) the teacher makes corrections and provides feedback in the comments column in the students post on line application, (5) the students who get corrections or feedback from the teacher can repost in the timeline on line application.

METHODOLOGY

In conducted research, the researcher needed research design. The aim of this studied was to observed Implementation of Line Application used by English teacher to teach writing narrative text to the students at English course. The researcher used descriptive qualitative research to gather the information. According to Ary, D (2010) that descriptive qualitative research is the researcher's plan of how to gain understanding some phenomenon in its content. Descriptive qualitative research focused on analysis of the researcher's material in context.

Respondents

The subject of this study were the tenth grade students. The researcher divided the subject of this study into the teacher as primary research subject and the student of tenth grade students at English Course. The subjects were boys and girls. The location at the Desa Kemantren, Tulangan district, Sidoarjo regency.

Instruments

Observation Field Note

The researcher observed the teacher and the students' activities in learning writing. During the implementation of the actions, the researcher wrote every activity of the action in teaching and learning process. The observation field note was to collect the data from the first statement of the problem. Field note contain the record of the activity which was done. Thus, the researcher used observation field note started the first until the last meeting.

Observation Checklist

The observation check list was used to collect the data from the first statement of the problem. The observation check list included the points "on the teacher's activity, the students' activity, the material, the media. The indirect observation was taken by the researcher. She sat at the back and give a tick at the "Yes" or "No" column whenever the indicators came up or not.

Quetionnaire

The questionnaire was used to collect the data from the second statement of the problem.The questionnaire was given to the students at the end of the meeting in order to know their responds toward the process of teaching and

learning writing in narrative text by used Line Application. After making observation the researcher distributes a questionnaire how to use a questionnaire containing a "Yes" or "No" question statement.

PROCEDURES

Some following to collect the data. The researcher prepared the observation the instruments concerning with statement of the problem related to the research, the researcher observed the teaching learning process used observation field note, observation checklist and questionnaire.

Data Analysis

Data Analysis for Teaching and Learning Process using Field Note Observation

First, the researcher identified learning process in the class of the course. The researcher observed the used of Line Application in teaching writing narrative person. Second, the research classification of the data based on the result of observation. Third, in data reduction the researcher analyzed and described the implementation in teaching writing narrative text by using Line Application and analyzed the students' responsed in writing narrative text by using Line Application. Fourth, data display was organized all of the important data from observation during teaching and learning activity in the classroom. After that, the researcher described the data based on field note observation.

Data Analysis for Teaching and Learning Process Using Observation Checklist

First, learning process in the class of the course was identified. The blank form in observation checklist were filled in accordance to the teaching process of writing narrative text by using Line Application and then, they were compared

with Lesson Plan of the lesson. After that, data of teaching on the check list observation were described and were drawn conclusion.

Data Analysis for Teaching and Learning Process Using Questionnaire

First, the learning process in the English Course was identified. The blank form in the water questionnaire were filled in by students according to the teaching process write narrative text using Line Application. After that, the learning data on the questionnaire were described and the conclusions were drawn.

RESULTS AND DISCUSSION

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

The result of the implementation of teaching writing narrative text by using Line Application to students of English course was described on observation field note, observation checklist, and signed on questionnaire. 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 gived directions for students to view the narrative and follow the teacher's instructions to use the online application media. 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 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 after the students had confirmed their narrative text writing, the students had to re-upload their assignments on the timeline in the line application.

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. 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 increased or progress in writing

after knowing the line application.

The research results above, it could be seen that the used 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 made students bored and lazy. In other words, this study proved that students' understanding could be improved through the used of line applications in learning.

CONCLUSION

The researcher concluded that teaching writing narrative text by using Line Application to students of English course in EC. The first, to decribe the implementation of line application in teaching writing narrative text to the tenth grade students at English Course.. The teacher gave the narrative text and explained the goal of giving the text. The teacher explained narrative text material such as definition, purpose of the text, general structure, examples of narrative text. After that, the teacher begins to explain the narrative text material to students and is given the task by the teacher to write the narrative text. 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.

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FIGURE AND TABLES

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 belajar writing narrative text menggunakan media aplikasi Line?	3	4	57% (NO)
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)

Table 1. The student's response result of the questionnaire
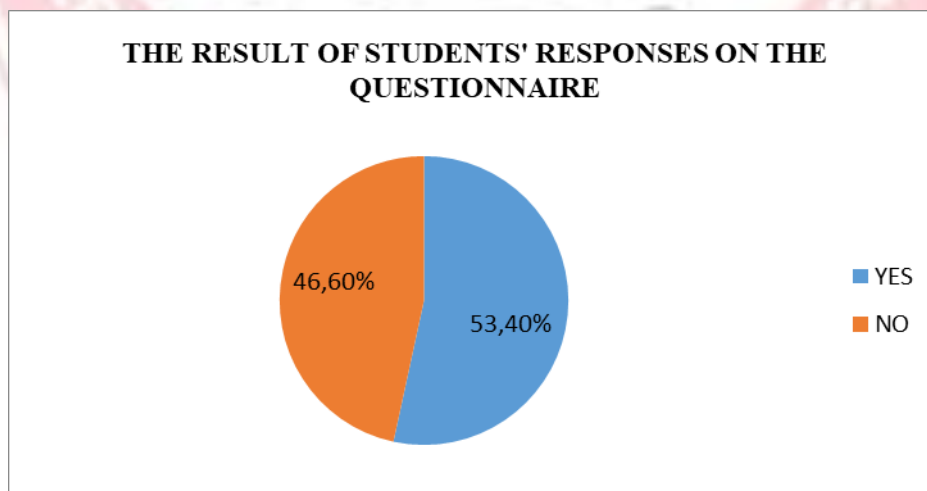

Chart 1. Frequency Chart of Students Responses
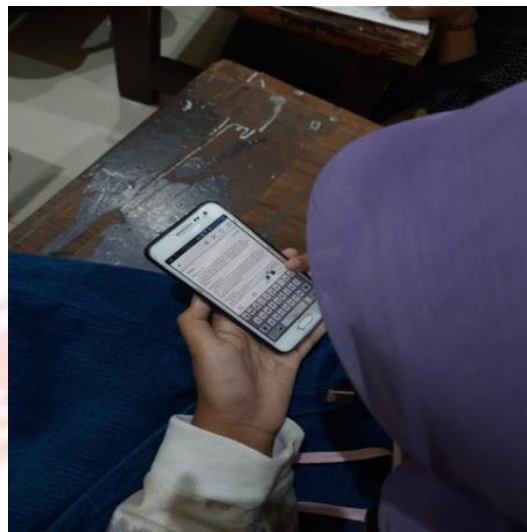
Figure 1. The Students Make Narrative Text and Analyze The Structure of The Narrative Text
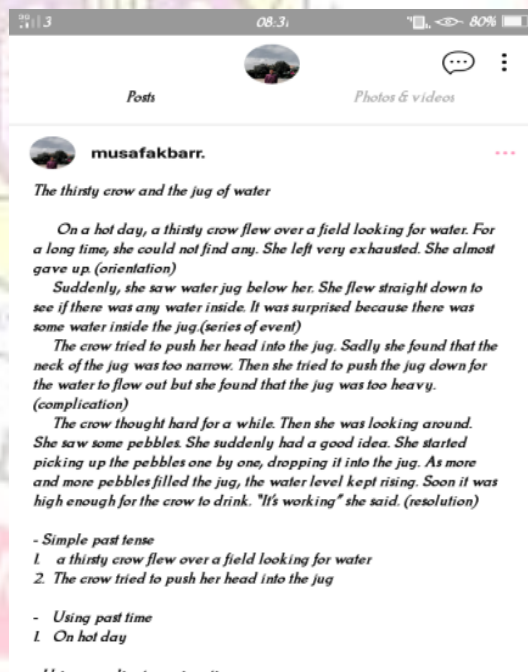

Figure 2. The Student's Achivement on Insagram

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