

## **STUDENTS' LIVED EXPERIENCE OF USING LINE APPLICATION FOR WRITING IN ENGLISH II CLASS**

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### **Abstract**

This paper aims at discovering students' lived experience in using Line application for English writing assignments. Line application is an application in the smartphone. It can also be used in supporting teaching-learning activities. Line application is used to enhance English writing skills. The method used is a hermeneutic-phenomenology method. It reveals the description and interpretation of lived experience. The data were gathered with in-depth interview, observation, and document review. Triangulation is used for validity of the research. The research results are divided into empirical themes and transcendental themes. Deep understanding appears in each theme in order to get deep meaning.

Keywords: lived experience, line application, writing, English class

### **Introduction**

The development of technology runs fast nowadays. One of them is the development of application in smartphone such as Line application. Development of technology gives impacts to the development of teaching-learning. "Technology has been around in language teaching for decades" (Dudeney and Hockly, 2007, p. 7). First, it encourages active learning. Students can look what they search directly in the internet in their smartphone. Second, knowledge spreads faster. Internet helps the spread of knowledge to every part of the world. Third, combination of physical learning and online learning happens. Physical learning is learning in the class. Online learning uses a good internet connection (Dudeney and Hockly, 2007, p.152). Fourth, it influences the use of teaching-learning media. The application in handphone can be used as a teaching-learning media.

Writing is one of English skills that is important to be mastered. The students try to have output from their input (Harmer, 2001, p. 250). The students create writing after they get input in the form of reading. Hence, input is important as the foundation of writing skill. The previous researches are done in lived experience in education area. There are four previous research. The first is Daniel Manaha and Jody Swilky's research (1996). It is about lived experience in writing composition. The second is Stacey Irwin's research (2005). It is about lived experience of reflection in using technology. The third is Elizabeth Campbell's research (2008). It is about lived experience in teaching and learning. The fourth is Pamela J. Hickey's research (2012). It is about lived experience in learning English in United States.

Considering the development of technology in teaching-learning and the importance English writing skill, the writer focuses the research in students' lived experience engaging in the use of Line application as learning media in English writing assignments. This study limits the scope of the research. Firstly, this study is limited in the context of Palembang. In Palembang, the research is implemented in Musi Charitas Catholic University, specifically in Management classes. Secondly, this study is limited in the use of group note. The writer focuses on the use of group note for writing in Line application. The research question in this research is: What is students' lived experience of using Line application in English writing like? The research goal in this research is to describe and interpret students' lived experience in using Line application for English writing.

### **Lived Experience**

Lived experience relates to human science. Human science itself is directed to phenomenology and hermeneutics. Van Mannen (1990, p. 1) states that "a human science research approach, showing a semiotic employment of the methods of phenomenology and hermeneutics." Hence, phenomena are gathered in this study. Hermeneutic phenomenology relates to description and interpretation. It "construct a full interpretative description of some aspect of the lifeworld, and yet to remain aware that lived life is always more complex than any explication of meaning can reveal." (Van Mannen, 1990, p. 18).

Lived experience has connection with pedagogy of teaching. Practical teaching in coordination to human being is as the part of lived experience in pedagogy. "Pedagogy is the activity of teaching, parenting, educating, or generally living with children, that requires practical acting in concrete situations and relations" (Van Mannen, 1990, p. 2). Theme is used in lived experience and has three definitions. Van Mannen (1990: 87) states them. Firstly, the theme focuses on the point of meaning. Secondly, theme is the simplification. Thirdly, theme gets the structure of phenomena.

### **Teaching Writing**

Teaching writing has a specific model of teaching. The teaching model by Tiedt (1989, p.3) has 8 stages in teaching writing. They are oral language facility, writing fluency, narration-story, exposition-statement, sentence building, word choices, editing, and publishing.

Teaching writing has six principles according to Brown (2007, p. 402-404). The first is incorporate practices of "good" writers. The second is balance process and product. Writing needs process from making drafts to become a product. The third is account for cultural/literary backgrounds. The teacher should teach writing in English well in second language. The fourth is connect reading and writing. The students need to read before writing. The fifth is provide as much authentic writing as possible. The students' writing needs to be made authentic. The sixth is frame your techniques in terms of prewriting, drafting, and revising stages. This includes the processes in prewriting and revising.

### **Line application**

Line application is an up-to-date application in the smartphone. Line application has several features. Russel (2016) states that it is a free message application that uses internet connection. Its users are 218 million users worldwide. It is owned by a Korean company and spread to Europe, United States, and Asia. Line application is used in the smartphone as said by Bihan. It has free calling and messaging. It also has other features, such group note. In group note, people can make note as a group.

### **Research Method**

The research method in this study is hermeneutic-phenomenology method. Van Mannen (1990, p. 4) states that “phenomenology describes how one orients to lived experience, hermeneutic describes how one interprets the “texts” of life, and semiotics is used here to develop a practical writing or linguistic approach to the method of phenomenology and hermeneutics.”

The data in this research is text. Alvesson and Skoldberg (2000, p. 61) states that “we see parts of the text as something, or more precisely as – in some sense- meaningful signs, whether we are reading a text written in letters of the alphabet or in social acts.” This research is conducted in Management classes of Musi Charitas Catholic University, Palembang. The students take English II classes in 2017. They have tasks every week to write paragraphs in Line application outside the class. The classes are PM 203 and SM 201.

The participants in this study are the students in PM 203 and SM 201. In PM 203 class, there are three participants. In SM 201 class, there are two participants. Hence, the total of participants are five participants. The instruments in this research are in-depth interview, observation, and document review. The first is in-depth interview. The interview is done one-on-one interview. Creswell (2012, p. 218) states that “one-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably.” In-depth interview is conducted three times in each participant. The second is observation. The observation is done when they prepare writing in the class. Creswell (2012, p. 213) states that “observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.” The third is document review. Creswell (2012) states that “documents represent a good source for text (word) for qualitative study. They provide the advantage of being in the language and words of the participants.” The in-depth interview, observation, and document review are also used as triangulation of the research.

### **Findings and Discussion**

Findings and discussion are divided into empirical themes and transcendent themes. The data from interview are written both in direct and indirect sentences. The participants’ names use pseudo-names in order to keep their privacies. The pseudo-names for five participants are Fanny, Jenny, Venny, Jessy, Wilmar. The coding is made simply by using acronym of participant pseudo-name and the interview, for example Fan2 means that participant’s

pseudo-name 'Fanny' in the second interview. The interview data have been triangulated with observation and document review.

### **Empirical themes**

The empirical themes are the themes that can be seen. They are effectiveness, mobility, mobile dictionary, typing pattern, various features, and writing development. The explanation of each theme is in the following sections.

#### ***Effectiveness***

All participants believe that using Line application to write English assignment is an effective way. Fanny, Jenny, Venny, and Jessy state that Line application is an up-to-date application and used by many people frequently (Fan2, Jen1, Ven1, Jes1). It makes Line application is used daily not only to submit assignment (Van2). Fanny and Jessy state that Line application is easier to be used than other applications (Fan1, Jes1). It is also easy to be controlled and not complicated to be used (Jes1). Wilmar also states that it is simple to use Line application (Wil1). From the data, it reveals that the use of Line application supports effectiveness in its using. It is up-to-date, easy, simple, and used by many people. Hence, it is appropriate to be used as a writing tool.

#### ***Mobility***

Jessy states that she can use Line application anytime in different places (Jes2, Jes3). It can be used at home or outside home (Fan1). Jenny also states that if she is not in a good mood to write, she can stop writing and continue it later to type the assignment (Jen2). It means that the use of Line application does not only have impact on effectiveness, but also to students' mobility. They can write their assignment wherever and whenever since they have their application in their handphone.

#### ***Mobile Dictionary***

As the students write their writing assignment in the application, they also sometimes find difficulties in vocabulary. Fanny, Jessy, Jenny, and Wilmar state that when they find difficulties to find the terms in English, they will open google translate to translate the terms from Indonesian into English (Fan1, Jes2, Jen3, Wil3). Jessy and Jenny state that 'I translate the words by using google translate and asking friends, but it is more by using google translate' (Jes2, Jen3). Wilmar states that "Line application can improve my vocabulary when I look at my friends' writing in the group notes. I learn one or two new words in a week at least." (Wil2) It means that the use of dictionary is more on electronic dictionary recently by using google translate to search the terms. Students are rare to use dictionary books. There is also vocabulary development when the students read their friends' writing in Line application to know new vocabularies.

#### ***Typing Pattern***

Since the students write in the group notes in Line application, they try to type their writing. Fanny states that "I write in the paper first, then I write in

memo in handphone, then I copy the paragraphs from memo and then paste it in group notes in Line” (Fan1). Fanny states that she writes in the paper first since she is afraid to make mistake when typing in Line application directly because she is not accustomed to using backspace in the handphone (Fan2). She also sometimes makes mistake when she types faster in the application (Fan2)

Jessy also writes in the paper first, types in memo, and then copies and pastes the paragraphs from memo to group notes in Line application (Jes1). She also states that she is afraid to make mistake in typing directly in Line application and she can look up anything that needs to be added up before finally posting it in the group notes in Line application (Jes2)

Venny states that “I write in note in the handphone first for two or three times and then copy the paragraphs and paste it in Line application” (Ven1). She is also afraid that she wrongly pushes the button if she writes directly in Line application (Ven2). Jenny states that she does not write directly in Line application, but she writes in different parts and sends it to her closed friend and then the parts are joined together after she has finished to write the parts. Then, she copies and pastes the paragraphs to group notes in Line application. (Jen2). She does not write in the paper first, but directly as messages in Line application and joins the parts of paragraph since it will be difficult to find different paragraph parts that are written in different pieces of paper (Jen2).

Wilmar states that “ I write the assignment in the computer first, then I send the file of paragraphs to my own email. After that, I copy and paste in Line application. I type in the computer first in order to make it more neat. I can also type in the computer while seeing other friends that have submitted the assignment in Line application in handphone as comparison (Wil1). Wilmar states that sometimes he is careless when he pushes the button and can delete the paragraphs completely when writing directly in the application (Wil2). He also states that “The size of keyboard in computer is bigger than keyboard in handphone and it makes me more comfortable since it is appropriate with hands shape and I can move my hand freely when writing. I also get more focus to write. If I write in handphone and there is a new message, sometimes I look at that and lose my focus. (Wil2).

It is surprising that none of five participants write directly in the group notes in Line application. Fanny and Jessy write in the paper first and type in the note in handphone, then copy the paragraphs and paste to group notes in Line application. Venny does not write in the paper, but she writes in notes in handphone, and then copies the paragraphs and pastes to the group notes in Line application. Jenny also does not write in the paper, but she writes the paragraphs in different parts and sends them to her closed friend as the saving paragraphs and then joins the parts of paragraphs and copies the paragraphs and pastes them to the group notes in Line application. Wilmar writes the paragraphs in computer first and sends the files of paragraphs to his own email and then copies the paragraphs and pastes them in the group notes in Line application. Based on the interview from five participants, it indicates that they are still in the transition process to have habit in writing directly in Line application since they are afraid to make mistakes when they write directly in Line application.

### ***Various Features***

Students also get to know several features in Line application. Fanny states that she uses stickers in Line application in order to make her writing more interesting for her and friends who read her writing (Fan1). Wilmar states that using Line application also helps him that does not have good handwriting since it is typed in Line application (Wil1). He also states that “It is also economical since I do not use paper and pen” (Wil3). However, he states that “the weakness is the posting cannot be sorted based on the senders and compiled the paragraphs of one sender as one directory. I must scroll up when I want to look up my previous writings over my friends’ previous writings” (Wil2). Other weakness is if there is no signal, Jessy cannot post the paragraphs in Line application (Jes2). Jenny and Venny also state that ‘I cannot know the name of students that have read my writing. I only know the number of students that have read my writing in Line application (Jen1, Ven1).

It means that Line application has both strengths and weaknesses. The strengths are in feature of sticker, neat typing, and economical. The weaknesses are it cannot be sorted as one sender directory for paragraphs files, it sometimes has no signal, and it does not give any information of who has read the writing.

### ***Writing development***

Fanny tries to write the paragraphs carefully since it is posted online and other students can look at her writing (Fan2). She also tries to think critically while writing (Fan3). Venny tries to improve her grammar while writing the paragraphs (Ven2). Wilmar stated that he tries to develop his writing in different writing assignments (Wil3).

Line application has given impact to writing. The students are more careful in writing, develop critical thinking, and have an effort to have better writing continuously.

### ***Transcendent Themes***

Transcendent themes are the themes that relate to the inside of participants. Transcendent themes are motivation, punctuality, and happiness. The explanation of each transcendent theme is in the following sections.

#### ***Motivation***

Venny states that using Line application motivates her since she knows how to use Line application for writing (Ven3). Jessy states that she is motivated to write when she looks her friends’ writing in Line application (Jes1).

Two participants are motivated in using Line application. It is on knowledge to use Line and look at other people’s writing.

#### ***Punctuality***

When the students post their writing in group notes in Line application, it will appear the day and date of submission. Jenny states that “I try to be on time in submitting my writing task. I don’t put off to write the assignment” (Jen2). Venny

states that “I try to write before the deadline. I submit the assignment one day before the deadline (Ven2). Wendy also states that he tries to submit assignment before the deadline (Wil2)

The information of day and date of submission in Line application makes students become punctual in submitting their writing tasks. They try to write before the deadline of submission.

### ***Happiness***

Wilmar states that he is happy to use Line application since it makes his writing become neat (Wil3). He is also happy since it builds his confidence in writing since he must be ready when he wants to post his writing in group notes in Line application (Wil 1). Venny is also happy to write by using Line application (Ven3).

It means that the task of writing by using Line application makes the students become happy. They like to use Line application.

### **Conclusion**

Based on the finding and discussion, some conclusions can be made from empirical themes and transcendent themes. In empirical themes, they are effectiveness, mobility, mobile dictionary, typing pattern, various features, and writing development. The first is effectiveness. Line application is an up-to-date, easy, and simple application. The second is mobility. Line application can be used at any time and in any place. The third is mobile dictionary. The students use more on online dictionary than dictionary book. The fourth is typing pattern. The students are in the transition process. They do not write directly in Line application, but they write in different media firstly. The fifth is various features. Line application has strengths and weaknesses in its features. The sixth is writing development. The students try to develop their writing. In transcendent themes, they are motivation, punctuality, and happiness. The first is motivation. The students are motivated to use Line application. The second is punctuality. The students become punctual in submitting their writing assignments. The last is happiness. The students are happy to use Line application. Overall, the use of Line application for English writing assignments supports teaching-learning activities. It is suggested that other educators also use Line application. They can use it to subjects other than English in which it is focused on the writing assignment by using group notes in Line application.

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