

# LAPORAN AKHIR

*RESEARCH IN ACTION*



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

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## **ABSTRAKSI**

Penelitian ini berpusat pada pengalaman hidup siswa dalam menggunakan aplikasi Line sebagai media untuk mengumpulkan tugas menulis Bahasa Inggris. Tujuan dari penelitian ini adalah: 1) untuk menemukan pengalaman siswa ketika menggunakan aplikasi Line dan 2) untuk berkontribusi pada sebuah metode baru untuk mengumpulkan tugas dengan menggunakan teknologi informasi dan komunikasi di aplikasi Line. Target dari penelitian ini mencakup siswa Manajemen di kelas Bahasa Inggris II. Metode yang digunakan dalam penelitian ini adalah interview mendalam, observasi, dan review dokumen. Interview mendalam dilakukan tiga kali untuk setiap partisipan. Observasi dan review dokumen dilakukan ketika siswa mengerjakan tugas di aplikasi Line. Interview mendalam, observasi, dan review dokumen kemudian dianalisa. Triangulasi digunakan untuk validitas penelitian.

**Kata Kunci:** Pengalaman Hidup, Aplikasi Line, Menulis, Kelas Bahasa Inggris

## **ABSTRACT**

This research focuses on the students' lived experience in using Line application as the media for submitting English writing tasks. The aims of this study are: 1) to discover students' lived experience when they get engaged with Line application and 2) to contribute a new method of submitting tasks by using information and communication technology in Line application. The target in this research covers the students of Management in English II classes. The methods used in this research are in-depth interview, observation, and document review. The in-depth interview is done three times per participant. Observation and document review itself are done when the students do the tasks in Line application. The in-depth interview, observation, and document review will then be analyzed. Triangulation is used for trustworthiness of the research.

Keywords: Lived Experience, Line Application, Writing, English Class

## **PREFACE**

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# CHAPTER I

## INTRODUCTION

This chapter discusses background of the study, problem limitation, research question, research goals, and research benefits.

### 1.1 Background

The development of technology runs fast nowadays. One of them is the development of smartphone. Smartphone has different types from time to time. People use smartphone in their daily life. In the smartphone itself, there are many applications that can be downloaded. Line application is the example of application in the smartphone. Line application is used by many people as the media of communication.

Development of technology gives impacts to the development of teaching-learning. “Technology has been around in language teaching for decades” (Dudeny and Hockly, 2007: 7). First, it encourages active learning. Students can look what they search directly in the internet in their smartphone. “Using website is one of the easiest and least stressful ways of getting started with technology in the classroom” (Dudeny and Hockly, 2007: 27). They can search by themselves the materials that they want to have. Second, knowledge spreads faster. Internet helps the spread of knowledge to every part of the world. Students just open internet and get the knowledge. Third, combination of physical learning and online learning happens. Physical learning is learning in the class. Online learning uses a good internet connection (Dudeny and Hockly, 2007: 152). Fourth, it influences the use of teaching-learning media. The application in the handphone can be used as a teaching-learning media. Line application is one of the applications that can be used as learning media for writing.

English is an important language. It is considered as an international language. Many countries use English as a language for communication. English has been considered as lingua franca (Harmer, 2001 : 1). Hence, mastering English language is needed in the present days. People can go global when they master English. English itself has four main skills, namely listening, speaking, reading, and writing.

English is taught in different levels nowadays. People start learning English from the kindergarten to university. It starts from kindergarten, elementary school, junior high school, senior high school, and in university levels.

Writing is one of English skills that is important to be mastered. The students try to have output from their input (Harmer, 2001 : 250). The students try to create writing after they get input in the form of reading. The students can create a good writing if they get a good input. Hence, input is important as the foundation of writing in addition to writing skills.

Considering the development of technology, development of teaching-learning, and the importance of English and writing skill, the writer focuses the research to students' lived experience engaging in the use of Line application as learning media in English writing.

### **1.2 Problem limitation**

Line application can be used in many places and several levels of education. Firstly, this study is limited in the context of Palembang. In Palembang, the research is implemented in Musi Charitas Catholic University, specifically in Management class. Secondly, this study is limited in the use of group note. There are many features in Line application. The writer focuses on the use of group note for writing.

### **1.3 Research question**

The research question in this research is:

What is students' lived experience of using Line application in English writing like?

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses theoretical review, framework of pre-understanding, pre-figured themes, and previous research.

#### **2.1 Theoretical review**

##### **2.1.1. Lived Experience**

Lived experience relates to human science. Human science itself is directed to phenomenology and hermeneutics. Van Mannen (1990: 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. “We raise questions, gather data, describe a phenomenon, and construct textual interpretations” (Van Mannen, 1990: 1). After gathering the phenomena, interpretation is needed.

Phenomenology and hermeneutics are different. “Phenomenology describes how one orients to lived experience, hermeneutics 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” (Van Mannen, 1990: 4).

Phenomenology is a human study. It is more on reflective and everyday experiences (Van Mannen, 1990: 9). It means that after gathering the phenomena, textual interpretation is implemented. It is also intersubjective research relating to among human beings.

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: 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: 2). Lived experience can be used in English teaching and learning. Hence, the final on human being research in pedagogic is tactfully in pedagogic (Van Mannen, 1990: 8).

Several descriptions need to follow some suggestions for lived-experience (Van Mannen, 1990: 64-65). Firstly, it only describes real experiences. Secondly, it describes

textual descriptions of mind and text. Thirdly, it focuses on specific events. Fourthly, it does not focus on the beautification of texts.

The focus on description and interpretation is to get meaning. “The purpose of phenomenological reflection is to try to grasp the essential meaning of something” (Van Mannen, 1990: 77). The meaning itself is previously made into themes. “Phenomenological themes may be understood as the structures of experience.” (Van Mannen, 1990: 79).

Theme has several definitions. Van Mannen (1990: 87) states them. Firstly, theme focuses on the point of meaning. Secondly, theme is the simplification. Thirdly, theme gets the structure of phenomena.

Existentials of reflection focus on lived space (spatiality), lived body (corporeality), lived time (temporality), and lived human relation (relationality or communality). The first is spatiality. “Lived space is more difficult to put into words since the experience of lived space is largely pre-verbal” Van Mannen (1990: 102). Hence, lived space is not only about physical space, but also space to abstract in mind and feeling. The second is corporeality. “Lived body (corporeality) refers to the phenomenological fact that we are always bodily in the world” Van Mannen (1990: 103). It refers to our physical surrounding. The third is temporality. “Lived time (temporality) is subjective time as opposed to clock time or objective time” Van Mannen (1990: 104). The time focuses on the time when the experiences happen. The fourth is relationality. “Lived other (relationality) is the lived relation we maintain with others in the interpersonal space that we share with them” Van Mannen (1990: 104).

Writing is one of the keypoints in lived experience research. Description and interpretation are written in order to gather the meaning. Writing itself combines understanding and experience (Van Mannen, 1990: 124). However, writing can make lifeworld far or near with people (Van Mannen, 1990: 127). Hence, writing can show something in different dimensions of human being’s perspectives according to how people write and deconstruct textual data.

### **2.1.2. English language learning**

English language is as an international language nowadays. The use of English for communication all over the world is irrevocable. People are demanded to be able to master English both spoken and written. As speaking, writing is also important as the media of communication.

Language itself has several definitions. They are as follows:

- “1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language operates in a speech community or culture.
6. Language is essentially human, although possibly not limited to humans.
7. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.”

(Brown, 2007: 6)

Based on the definitions above, language is systematic both in spoken and written. It is also visual or can be seen and used by human beings.

Learning also has several definitions. They are as follows:

- “1. Learning is acquisition of “getting.”
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior”

(Brown, 2007: 8)

Based on the definitions above, learning means acquisition of information, having memory, being active and doing practice.

In accordance with English, language, and learning, input hypothesis according to Stephen Krashen has a crucial role in second language acquisition. Input hypothesis claims that an important ‘condition for language acquisition to occur is that acquirer understand (via hearing or reading) input language that contains structure ‘a bit beyond’ his or her current level of competence” (Brown, 2007: 295).

### **2.1.3. Teaching Writing**

Writing is a skill that involves several processes. “Contemporary thinking about writing instruction perceives the process of writing as a total learning experience that includes what happens before the student writes (prewriting) and what happens after the student writes (postwriting)” (Tiedt, 1989: 2). Hence, writing does not happen at the time of writing, but internalization of knowledge is processed before it.

Teaching writing has a specific model of teaching. The teaching model by Tiedt has 8 stages in teaching writing. It can be seen below:

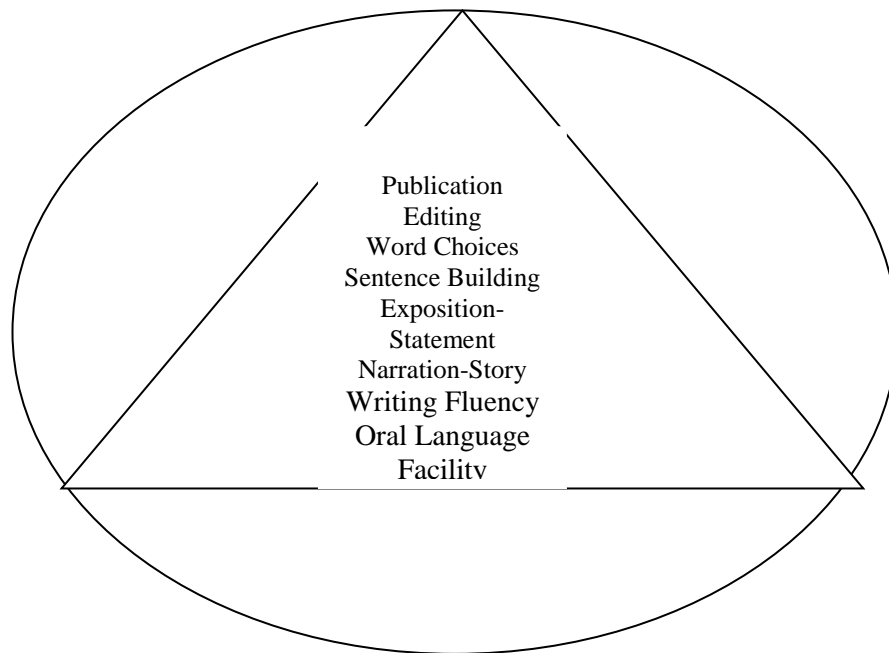


Figure 1. Tiedt Holistic Model for Teaching Writing (Tiedt, 1989: 3)

Teaching writing has six principles according to Brown (2007: 402-404). The first is incorporate practices of “good” writers. The characteristics of good writers are as follows:

“focus on a goal or main idea in writing,  
 perceptively gauge their audience,  
 spend some time (but not too much) planning to write,  
 easily let their first ideas flow onto the paper,  
 follow a general organizational plan as their writing,  
 solicit and utilize feedback on their writing,  
 are not weeded to certain surface structures,  
 revise their work willingly and efficiently,  
 patiently make as many revisions as needed”  
 (Brown, 2007: 403)

The second is balance process and product. Writing needs process in the form of making drafts before it becomes a product in the form of writing. The third is account for cultural/literary backgrounds. Since the students write in their second language, the teacher should teach the ways to write in English well. The fourth is connect reading and writing. The students need to read before writing. The fifth is provide as much authentic writing as possible. It means that 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. Prewriting is done through brainstorming, reading, clustering, and discussing. Revising is done through reviewing and editing for grammatical errors.

#### 2.1.4. Line application

Line application is an up-to-date application in the smartphone. Line application has several features. Russel (2016) states information about Line application. Line application 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. It is downloaded many times around the world.

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.

#### 2.2 Framework of pre-understanding

In lived experience research, framework of pre-understanding is needed. Alvesson and Skoldberg (2000: 65) states that “two even more basic hermeneutic circles: that between whole and part, and that between preunderstanding and understanding.” Preunderstanding is needed before understanding the meaning. The framework of pre-understanding can be seen below:

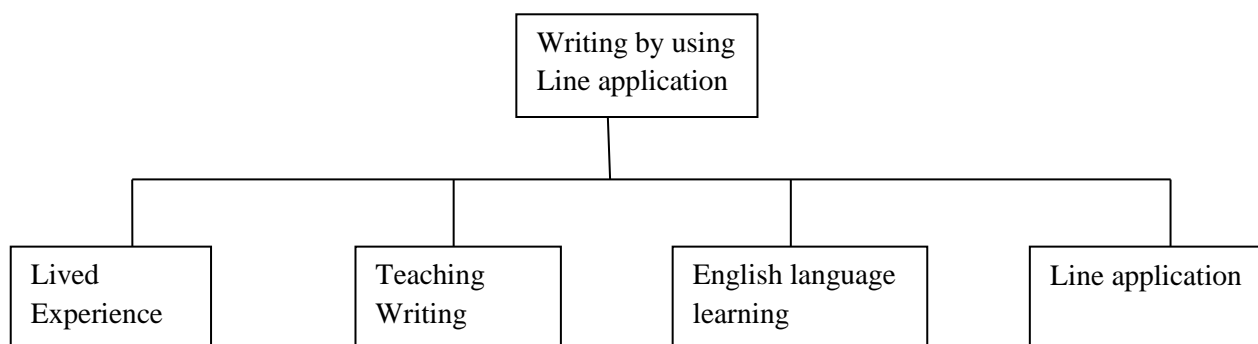


Figure 2. Framework of Pre-understanding

From the figure above, it can be seen that writing by using Line application is intercorrelated with four basic theories. They are lived experience, teaching writing, English language learning, and Line application.

#### 2.3 Pre-figured themes

From the framework of pre-understanding above, the writer makes pre-figured themes. Pre-figured themes are divided into empirical themes and transcendent themes. The



empirical themes are active learning, independent learning, critical thinking, and self-improvement. The transcendent themes are internal motivation, happiness, and reflection.

#### **2.4 Previous research**

The previous researches are done in lived experience in education area. There are four previous researches. The first is Pamela J. Hickey's research (2012). It is about lived experience in learning English in United States. The second is Elizabeth Campbell's research (2008). It is about lived experience in teaching and learning. The third is Stacey Irwin's research (2005). It is about lived experience of reflection in using technology. The fourth is Daniel Manaha and Jody Swilky's research (1996). It is about lived experience in writing composition.

## **CHAPTER III**

### **RESEARCH GOALS AND BENEFITS**

#### **3.1 Research Goals**

The research goals in this research is divided into two goals. The first is to discover the logical truth of students' lived experience in using Line application for English writing. The second is to describe and interpret students' lived experience in using Line application for English writing.

#### **3.2 Research Benefits**

This research has three benefits. The first benefit is for the participants. The participants can dig out their experiences in using Line application. The students can reflect on their experiences when they write English with the application in handphone. They also can reflect their writing ability in English. The second benefit is for the audience. The research can give a new perspective to the readers to use teaching-learning media in writing. A piece of paper is not only the media to write, but the application in smartphone can be used as the media for writing. People can use technology to write. The third benefit is for the researcher. The research can have self-actualization in using Line application as media for writing, other than pieces of writing.

## **CHAPTER IV**

### **METHODOLOGY**

This chapter discusses research method, research design, and research procedure.

#### **4.1 Research Method**

Research method in this study is hermeneutic-phenomenology method. Van Mannen (1990: 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 rationale of using this method is it synchronizes the use of description and interpretation. Van Mannen (1990: 38) states as follows:

“It is the phenomenological and hermenutical study of human existence: phenomenology because it is the descriptive study of lived experience (phenomena) in the attempt to enrich lived experience by mining its meaning; hermeneutics because it is the interpretative study of the expressions and objectifications (texts) of lived experience in the attempt to determine the meaning embodied them.”

Hence, phenomenology relates to description and hermeneutics relates to interpretation. Both of them are appropriate with this research.

#### **4.2 Research design**

##### **4.2.1. Nature of data**

The data in this research is text. Alvesson and Skoldberg (2000: 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.” The data are used in the description and interpretation.

## **4.2.2. Data sources**

### **4.2.2.1. Setting**

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.

### **4.2.2.2. Participants**

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.

## **4.3. Instrument**

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: 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.” Moreover, the interview is in the form of unstructured text data (Creswell, 2012: 214). The interview was done after the students wrote 10 times. The total of writing assignments are 10 assignments. The topics are about budgeting, living independently, saving, credit, investment, consumer awareness, and consumer privacy. The second is observation. The observation is done when they prepare writing in the class. Creswell (2012: 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 trustworthiness of the research.

## **4.4. Data gathering**

Data gathering is done in three parts. The first part is observation. Observation is done in pre-writing in the class when the students do the tasks in the classroom. The second is in-depth interview. The in-depth interview is done three times in each participant. Since there

are five participants, so that there are fifteen in-depth interviews. The third is document review. The document review is done through reviewing the students' notes.

#### **4.5. Data analysis**

The data analysis is done in several steps. Creswell (2012: 261-261) states six steps. The first is to prepare and organize the data for analysis. It means organizing data from the interviews and fieldnotes, The second is explore and code the data. The data then is coded by using number and letter. The third is coding to build the themes. The coded data is classified into several themes. The fourth is report the qualitative data. It means making the data into the narrative. The fifth is interpret the data. The data that has been made into narrative is interpreted. The sixth is validate the data. The data are validated by using triangulation of in-depth interview, observation, and document review.

## **CHAPTER V**

### **RESULTS AND DISCUSSIONS**

Findings and discussion are divided into empirical themes and transcendent themes. The participants' names use pseudo-names in order to keep their privacy. The interview data have been triangulated with observation and document review.

#### **5.1. Empirical Themes**

There are 6 empirical themes in this research. They are effectiveness, mobility, mobile dictionary, typing pattern, various features, and writing development.

##### **5.1.1. Effectiveness**

It is revealed from the data that the use of Line application supports effectiveness in its using. It is up-to-date, easy, simple, and used by many people. Students use Line application for daily using and also for submitting writing tasks. This application is also not too complicated to be used. Hence, this application is appropriate to be used as teaching-learning media.

##### **5.1.2. Mobility**

Line application does not only have impact on effectiveness, but also to students' mobility. They can write their assignment in any place and any time since the application is installed in the smartphone.

##### **5.1.3. Mobile Dictionary**

The students use more on electronic dictionary recently or by using google translate to search the terms. Students do not frequently use dictionary books. There is also vocabulary development when the students read their friends' writing in Line application to know new

vocabularies. They try to search the meaning of the words in the dictionary. It means that the students have improvement in vocabulary.

#### **5.1.4. Typing Pattern**

From the data, 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. They were not accustomed to writing faster and afraid to make mistakes when typing directly 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. He types in the paragraph first because the keyboard size is bigger than in smartphone. 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.

#### **5.1.5. Various Features**

Line application has both strengths and weaknesses. The strengths are in feature of sticker, neat typing, and economical. Students can add a sticker when posting writing assignment. Typing in Line application also makes writing neater since it is with typing not handwriting. Students also do not need to use paper and pen. 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. When the students want to look up the previous writing, they should scroll up. It is easier if there is file directory. Signal sometimes becomes a little bit matter.

### **5.1.6. Writing development**

Line application has given impacts to writing. The students are more careful in writing, develop critical thinking, and have an effort to have better writing continuously. The students read again their writing before posting it in Line application. They also try to develop their critical thinking by providing logical reasoning in writing. Moreover, the students develop their writing habit since they write once a week in Line application.

## **5.2. Transcendent Themes**

Transcendent themes are the themes that relate to the inside of participants. There are 3 transcendent themes in this research. Transcendent themes are motivation, punctuality, and happiness.

### **5.2.1. Motivation**

Two participants are motivated in using Line application. It is on knowledge to use Line and look at other people's writing. They get a new experience to use Line application as the media for learning and would like to explore more on the use of Line application. They also would like to learn from their friends writing to improve their own writing.

### **5.2.2. Punctuality**

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. Hence, the use of Line application enhances students' punctuality in submitting the task.

### **5.2.3. Happiness**

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



## CHAPTER VI FURTHER PLANS

### 6.1 Research Seminars

This research has been presented in the international conference and internal seminar.

#### **6.1.1. The 4th International Language and Language Teaching Conference, November 2017, Sanata Dharma University, Yogyakarta**

The international conference was conducted in Sanata Dharma University, Yogyakarta, 3 – 4 November 2017. The article of this research entitled Students' Lived Experience of Using Line Application for Writing in English II Class was presented on Saturday, 4 November 2017 (Day 2) in R.Sekretariat Auditorium.

#### **6.1.2. Internal Research Report, Musi Charitas Catholic University, Palembang**

This research is also presented in the form of research report internally held by Institute for Research and Community Service (LPPM), Musi Charitas Catholic University in the beginning of 2018.

### 6.2 Research Publications

This research has been published as book chapter and proceedings.

#### **6.2.1. Book Chapter entitled *Penggunaan Aplikasi Line Untuk Menulis di Kelas Bahasa Inggris II Pada Kelas Manajemen* in an electronic book entitled *Praktik Terbaik (Best Practice) Penggunaan TIK Dalam Pembelajaran***

Published by SEAMOLEC (Southeast Asian Ministers of Education Regional Open Learning Centre), August 2017

ISBN: 978-602-1699-63-8

Online access:

[http://www.seamolec.org/files/other/Praktik\\_Praktik\\_Terbaik\\_SEAMOLEC\\_FINAL.pdf](http://www.seamolec.org/files/other/Praktik_Praktik_Terbaik_SEAMOLEC_FINAL.pdf)

### **6.2.2. Proceedings of The 4th International Language and Language Teaching Conference**

Published by Sanata Dharma University Press, December 2017

Printed ISBN: 978-602-6369-93-2, Electronic ISBN: 978-602-6369-92-5

Online access:

<http://lltcusd.com/wp-content/uploads/2016/03/LLTC-USD-2017-PROCEEDINGS.pdf>

## **CHAPTER VII**

### **CONCLUSION AND SUGGESTION**

#### **7.1 Conclusion**

This research can be concluded from empirical themes and transcendent themes. In empirical themes, they are effectiveness, mobility, mobile dictionary, typing pattern, various features, and writing development. In transcendent themes, they are motivation, punctuality, and happiness. The first is motivation. Overall, the use of Line application for English writing assignments supports teaching-learning activities.

#### **7.2 Suggestion**

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 in Line application.

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## APPENDICES

### Lampiran 1. Surat Tugas



## UNIVERSITAS KATOLIK MUSI CHARITAS

VERITAS ET SCIENTIA NOBIS LUMEN

SURAT TUGAS  
Nomor: 415/II/A-PN1002/7/17

Wakil Rektor I Universitas Katolik Musi Charitas memberikan tugas kepada,

1	Nama Peneliti	Katarina Retno Triwidayati, M.Pd. (NIDN. 0230038301)
	Program Studi/Fakultas	PGSD/Bisnis dan Akuntansi Skema
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Strukturalisme Genetik Novel Perempuan Bernama Arjuna Karya Remy Sylado
2	Nama Peneliti	Meylinda Mulyati, S.T, M.T. (NIDN. 0212057702)
	Program Studi/Fakultas	Teknik Industri/Sains dan Teknologi
	Skema	<i>Research In Action</i>
	Judul Kegiatan	Analisa Tekno-Ekonomi Biogas Dari Eceng Gondok Dengan Stater Kotoran Sapi
3	Nama Peneliti	Tresiana Sari Diah Utami, M.Pd (NIDN. 0201118803)
	Anggota	Katarina Retno Triwidayati, M.Pd (NIDN. 0230038301)
	Anggota	Maria Angelina Priyanti
	Program Studi/Fakultas	PGSD / Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Kemampuan Literasi pada Mahasiswa Pendidikan Guru Sekolah Dasar Universitas Katolik Musi Charitas Palembang
4	Nama Peneliti	Paskalina Widiastuti Ratnaningsih, S.Pd.,M.Hum.
	Program Studi/Fakultas	Pendidikan Bahasa Inggris/Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Kegiatan Students' <i>Lived Experience of Using Line Application for Writing In English II Class</i>
5	Nama Peneliti	Heriyanto, S.E.,M.Sc. (NIDN. 0204058801)
	Anggota	Suramaya Suci Kewal., S.E.,M.Si (NIDN. 0215058403)
	Anggota	Anggota Yohanes Andri Putranto, S.E.,M.Sc., Ak.,C.A. (NIDN. 0203087701)
	Program Studi/Fakultas	Manajemen/Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Socially Responsible Investing (SRI) dan Kinerja Saham
6	Nama Peneliti	Johan Gunady Ony, S.E., M.Si (NIDN. 0231128102)
	Program Studi/Fakultas	Manajemen/Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Pengaruh Kompetensi Terhadap Kinerja Karyawan Administrasi Perkantoran Rumah Sakit RK Charitas Palembang
7	Nama Peneliti	Catharina Clara, S.E., M.Si (NIDN. 0211047601)
	Program Studi/Fakultas	Manajemen / Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Pengaruh Promosi Penjualan Akhir Pekan (JSM) Terhadap Perilaku Belanja Konsumen Di Ritel Modern

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# UNIVERSITAS KATOLIK MUSI CHARITAS

VERITAS ET SCIENTIA NOBIS LUMEN

8	Nama Peneliti	Ming Chen., S.E.,M.Si (NIDN. 0209118702)
	Program Studi/Fakultas	Akuntansi/Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Pengaruh Ukuran Dewan Komisaris dan Kepemilikan Asing Terhadap Luas Pengungkapan CSR
	Judul Penelitian	Efektifitas Pelatihan <i>English Basic Conversation for Hotel Staff</i> tererhadap <i>Self Efficacy</i> Karyawan Hotel Berbintang di Palembang
10	Ketua	Maria Josephine Tyra, S.E., M.M. (NIDN. 0210016301)
	Anggota	Drs. Andreas Sarjono, M.M (NIDN. 0215095501)
	Program Studi/Fakultas	Manajemen/Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Penelitian	Persepsi Kualitas Pendidikan di Program Studi Manajemen dan Akuntansi, Universitas Katolik Musi Charitas, Palembang
11	Nama Peneliti	Andrew Gunawan, S.E.,M.Si (NIDN. 0227118801)
	Program Studi/Fakultas	Akuntansi/Bisnis dan Akuntansi
	Skema	<i>Research in Action</i>
	Judul Kegiatan	Pengaruh Kinerja Keuangan Terhadap Kualitas Informasi Internet Financial Reporting dengan Kepemilikan Saham Publik Sebagai Variabel Moderasi

Untuk melaksanakan penelitian dosen Fakultas Sains dan Teknologi, Fakultas Bisnis dan Akuntansi, Universitas Katolik Musi Charitas semester genap 2017/2018.

Surat tugas ini dibuat untuk dilaksanakan dengan penuh tanggung jawab

1 Juli 2017

WAKIL REKTOR I

UNIVERSITAS KATOLIK MUSI CHARITAS,


HERY SETIAWAN, S.T.,M.T  
NIDN.02 1110 7101

Tembusan:

1. Dekan Fakultas Sains dan Teknologi
2. Dekan Fakultas Bisnis dan Akuntansi
3. Kepala LPPM
4. Kepala KAUK

#### Kampus Bangau ( Rektorat )

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Sumatera Selatan - Indonesia

## Lampiran 2. Biodata Ketua

### Biodata Ketua/Anggota

#### A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	-
4	NIP/NIK/Identitas lainnya	230.2016.1
5	NIDN	0214048602
6	Tempat, Tanggal Lahir	Jambi, 14 April 1986
7	E-mail	paskalina.widiastuti.r@gmail.com
8	Nomor Telepon/HP	081994963086
9	Alamat kantor	Jl. Bangau No.60, Ilir Timur
10	Nomor telepon /Faks	
11	Lulusan yang telah dihasilkan	
12	Nomor telepon /Faks	
13	Mata Kuliah yang diampu	Basic Reading 1, Basic Reading 2, Basic Writing, Business Writing, International Language Testing, Structure IV, Introduction to Literature

#### B. Riwayat Pendidikan

	S1	S2	S3
Nama Perguruan Tinggi	Universitas Sanata Dharma	Universitas Sanata Dharma	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Kajian Bahasa Inggris, Bidang Konsentrasi: Pendidikan Bahasa Inggris	-
Tahun masuk-lulus	2004 - 2009	2013 - 2015	-
Judul Skripsi/Tesis/Disertasi	The Influence of Jalil, Rasheed, and Laila on Mariam's Personality Changes in Khaled Hosseini's A Thousand Splendid Suns	Teachers' Lived Experience of The Scientific Approach in Teaching English	-
Nama Pembimbing/Promotor	Henny Herawati, S.Pd., M.Hum.	Fransiscus Xaverius Mukarto, Ph.D.	-

#### C. Pengalaman Penelitian dalam 5 tahun terakhir (Bukan skripsi, tesis, maupun disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Rp)
1	2014	Penelitian: Pengembangan Bahan Ajar Pakematik Membaca Teks Bahasa Inggris untuk siswa SMA Berbasis Website	Hibah Penelitian, Pendidikan Terbuka dan Jarak Jauh (PTJJ) dari SEAMOLEC (Southeast Asian Ministers of Education Regional Open Learning Centre)	Rp 6.500.000
2	2014	A Self-Reflection Model for English Teachers to Improve Teaching Competences	Pribadi	

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 tahun terakhir

No	Tahun	Judul Pengabdian	Pendanaan	
			Sumber	Jumlah (Rp)
1	2016	Pelatihan Kecakapan Written Expression bagi Pelajar SMK Jurusan Administrasi Perkantoran, Akuntansi, dan Teknik Komputer Jaringan.	UKMC	Rp 1.500.000
2	2017	Pelatihan Percakapan Bahasa Inggris Mengenai Promosi Bagi Pelajar Seminari Menengah St.Paulus Palembang kelas Syntaxis	UKMC	Rp 1.500.000
3	2017	Pelatihan Kepemimpinan Bidang Ketrampilan Public Speaking dan Penyusunan Program Kerja Bagi Kebidelan Seminari St.Paulus Palembang T.A. 2017/2018	UKMC	Rp 2.500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 tahun terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1	A Self-Reflection Model for English Teachers to Improve Teaching Competences	Indonesian Journal of English Language Studies	Volume 1/Number 2, September 2015

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 tahun terakhir

No.	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	The Third Graduate Students' Conference in English Education, Language, and Literature	Self Reflection Model for English Teachers to Improve Competence	Universitas Sanata Dharma Yogyakarta
2	The 4th International Language and Language Teaching Conference	Students' Lived Experience of Using Line Application for Writing in English II Class	November 2017 Universitas Sanata Dharma Yogyakarta

G. Karya Buku dalam 5 tahun terakhir

No.	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	English Grammar for Daily Conversations	2016	270	PT. Gramedia Widiasarana Indonesia (Grasindo), Jakarta

H. Perolehan HKI Dalam 5-10 tahun terakhir

No.	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
1	-	-	-	-

I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 5 tahun terakhir

No.	Judul/Tema Rekayasa Sosial Lainnya yang telah diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat
1	-	-	-	-



J. Penghargaan dalam 10 tahun terakhir (dari pemerintah, asosiasi, atau institusi lainnya)

No.	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1	Peserta Terbaik Dua Pelatihan Peningkatan Kompetensi Guru SMA Bidang Studi Bahasa Inggris Tingkat Provinsi Jambi	Dinas Pendidikan Provinsi Jambi	2012

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi. Demikian biodata ini dibuat dengan sebenarnya.

Palembang, 19 Desember 2017  
Ketua Tim,



Paskalina Widiastuti R., M.Hum.

Lampiran 3  
Berita Acara



**UNIVERSITAS KATOLIK MUSI CHARITAS**  
VERITAS ET SCIENTIA NOBIS LUMEN

**BERITA ACARA**

BA. 1.9/II/B1-PN10.01/1/18

Pada hari Kamis, 18 Januari 2018 telah dilaksanakan seminar internal hasil penelitian yaitu:

Nama Pembicara 1 : Paskalina Widiastuti Ratnaningsih, S.Pd, M. Hum (NIDN. 0214048602)

Judul Kegiatan : Students' Lived Experience Of Using Line Application For Writing In English II Class

Peserta : Dosen Tetap Unika Misi Charitas

Tempat : Ruang Audio Visual Fakultas Sains dan Teknologi

Untuk selanjutnya, berita acara seminar internal hasil penelitian ini digunakan sebagaimana mestinya.

Pembicara 1,

Paskalina Widiastuti Ratnaningsih, S.Pd, M. Hum  
NIDN. 0214048602



Fransiska Saryugo, S.E., M.Sc.  
NIDN. 0216017701



# UNIVERSITAS KATOLIK MUSI CHARITAS

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## DAFTAR HADIR

Kegiatan : Seminar Internal  
 Hari, tanggal : Kamis, 18 Januari 2018  
 Waktu : Pukul 08.00 s.d. selesai  
 Tempat : Ruang Audio Visual Fakultas Sains dan Teknologi

NO	NAMA	PRODI	TTD
1	Ming chen	FBA / Akuntansi	1 <i>[Signature]</i>
2	Suramaya Suci K	FBA / Manajemen	2 <i>[Signature]</i>
3	Hariyanto	FBA / Manajemen	3 <i>[Signature]</i>
4	John Gunady Ong	FBA / Manajemen	4 <i>[Signature]</i>
5	Pinamurti	Manajemen	5 <i>[Signature]</i>
6	Yohanes Anshu	FBA / Akuntansi	6 <i>[Signature]</i>
7	Yohanes Dicta P	FST / Teknik Industri	7 <i>[Signature]</i>
8	Fransiska S	LPPM (FBA)	8 <i>[Signature]</i>
9	Lilik pranata	- Pikes - LPPM	9 <i>[Signature]</i>
10	Agatha Septian	WR 2 / FBA	10 <i>[Signature]</i>
11	Masaku Zamileh	FST (SE)	11 <i>[Signature]</i>
12	Andreas Gunawan		12 <i>[Signature]</i>
13	Sri Andayani	FST (SI)	13 <i>[Signature]</i>
14	Maria Bellaniar	FST (SI)	14 <i>[Signature]</i>

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VERITAS ET SCIENTIA NOBIS LUMEN

	NAMA	PERGURUAN TINGGI	TTD	
15	Masaya Janilah	FST (SI)	15 <i>[Signature]</i>	<input checked="" type="checkbox"/>
16	Delfi Panjaran	FBA / AKT		16 <i>[Signature]</i> ✓
17	Dery Lomana	FBA / AKT	17 <i>[Signature]</i>	<input checked="" type="checkbox"/>
18	Kusnawati	FBS / AKT		18 <i>[Signature]</i> ✓
19	Anastara Ronauli Hanbuan	PBI - FBA	19 <i>[Signature]</i>	<input checked="" type="checkbox"/>
20	Paskalina Widiastuti R.	PBI - FBA		20 <i>[Signature]</i> ✓
21	Dewi Sri	FBA / AKT	21 <i>[Signature]</i>	<input checked="" type="checkbox"/>
22	Novita Febrina	FBA / AKT		22 <i>[Signature]</i> ✓
23	Klaudius Juvanda BS	FST / IT	23 <i>[Signature]</i>	<input checked="" type="checkbox"/>
24	Tinmas	Filos / Si. Keperawatan		24 <i>[Signature]</i> ✓
25			25	
26				26
27			27	
28				28
29			29	
30				30
31			31	

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Lampiran 5

Notulensi

**Research Notes on Internal Research Report  
Research In Action (RIA)**

Day/ Date : Thursday/ 18 January 2018

Place : Audio Visual Room FST, Bangau Campus

Presenter : Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.

Research Title : Students' Lived Experience of Using Line Application for Writing in English II  
Class

1. Questions from the Reviewer, Mrs. Anastasia Ronauli Hasibuan, S.Pd., M.Pd.

1.1. Question:

What are the questions given during the interview?

Response:

The questions are in the form of snowball questions so that the researcher gives initial question related to their experience in using Line application for writing. The following questions are based on the participants' answers previously.

1.2. Question:

How many are the numbers of writing produced?

Response:

The students write 13 times in one semester in which they write once a week.

1.3. Question:

What are the writing themes?

Response:

The themes are related to economy, such as budgeting, living independently, saving, credit, investment, consumer awareness, consumer privacy.

1.4. Question:

What are the writing evaluation criteria?

Response:

The evaluation criteria are divided equally according to content, grammar, organization, punctuality, spelling and typing, and internet use.

2. Suggestion from Fransiska Soejono, S.E., M.Sc.

2.1. Suggestion:

The research result is submitted to the journal.

Response:

The research result will be submitted to the journal.

Palembang, 30 January 2018

Acknowledged by,

Reviewer,



Anastasia Ronauli H., S.Pd., M.Pd.

Researcher,



Paskalina Widiastuti R., S.Pd., M.Hum.

## Lampiran 6

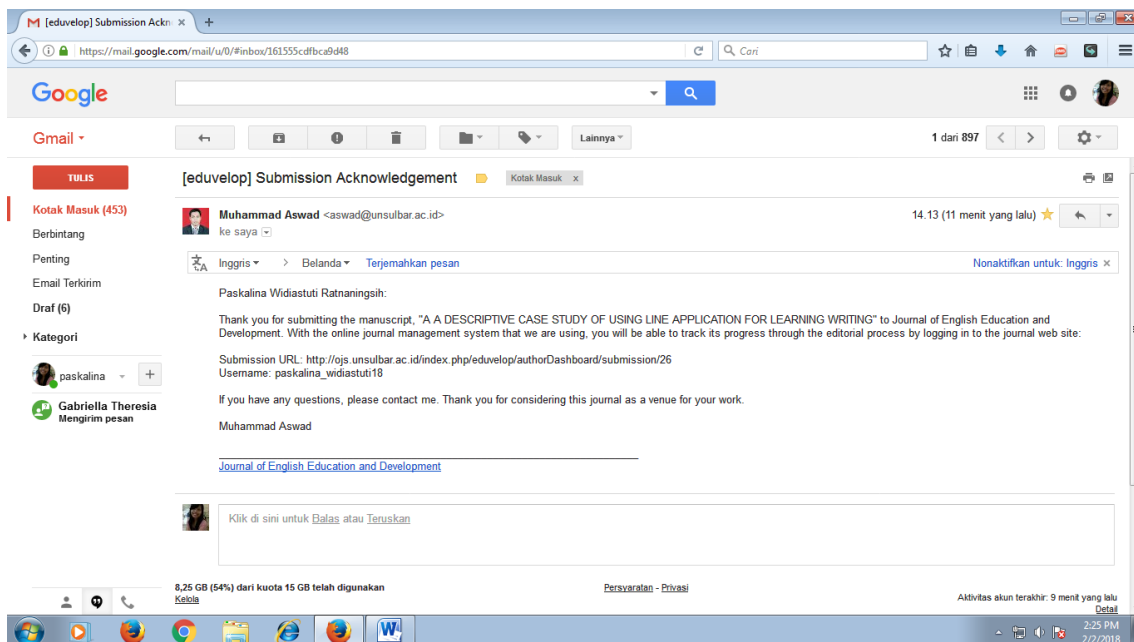
### Bukti Submitted Artikel ke Jurnal

Bukti Submitted Ke Jurnal

EDUVELOP

Journal of English Education and Development

Universitas Sulawesi Barat



## [eduevelop] Submission Acknowledgement

Kotak Masuk x

Muhammad Aswad <aswad@unsulbar.ac.id> 14.13 (11 menit yang lalu)

ke saya

Paskalina Widiastuti Ratnaningsih:

Thank you for submitting the manuscript, "A A DESCRIPTIVE CASE STUDY OF USING LINE APPLICATION FOR LEARNING WRITING" to Journal of English Education and Development. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Submission URL:

<http://ojs.unsulbar.ac.id/index.php/eduvelop/authorDashboard/submission/26>

Username: paskalina\_widiastuti18

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Muhammad Aswad

---

[Journal of English Education and Development](#)

<https://mail.google.com/mail/u/0/#inbox/161555cdfbca9d48>



Lampiran 7  
Form Review



## UNIVERSITAS KATOLIK MUSI CHARITAS

VERITAS ET SCIENTIA NOBIS LUMEN

### FORM REVIEW LAPORAN PENELITIAN

**Judul** : *Students' Lived Experience of Using Line Application for Writing in English II Class*

**Nama Ketua Peneliti (NIDN):** Paskalina Widiastuti Ratnaningsih, S.Pd., M.Hum.  
(0214048602)

Tanggal/Bulan Tahun Seminar	Nama Reviewer	Paraf
18 Januari 2018	Anastasia Ronauli Hasibuan, M.Pd.	
<b>Komentar &amp; Masukan :</b> <ul style="list-style-type: none"><li>• <b>Terkait Metodologi</b></li></ul> <ol style="list-style-type: none"><li>1. Describe the specification of data gathering instruments involved in this study:<ul style="list-style-type: none"><li>➤ In-depth interview (highlight on the type of questions given to participants from the first until the third interview)</li><li>➤ Writing documents posted to the group notes of Line Application (the numbers of writing produced by participants, writing themes, writing evaluation criteria)</li></ul></li><li>2. Include some parts of interview script to support the description of results.</li></ol>		

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## Kebijakan Selingkung

No.	Keterangan	Catatan
1	Cover sesuai dengan format	Sudah ada
2	Halaman pengesahan sudah di cap (basah) dan di tandatangani	Sudah ada, belum ditandatangani dan dicap basah
3	Surat pernyataan keabsahan karya ilmiah	Sudah ada, belum menggunakan materai dan ditandatangani
4	Abstraksi	Sudah ada
5	Abstract	Sudah ada
6	Kata Pengantar	Sudah ada
7	Daftar Isi	Sudah ada
	Daftar Tabel (jika ada)	Belum ada, dapat ditambahkan
	Daftar Gambar (jika ada)	Sudah ada
8	Bab 1 Pendahuluan	Sudah ada
9	Bab 2 Tinjauan Pustaka	Sudah ada
10	Bab 3 Tujuan Dan Manfaat	Sudah ada
11	Bab 4 Metode Penelitian	Sudah ada
12	Bab 5 Hasil Dan Pembahasan	Sudah ada
13	Bab 6 Rencana Tahapan Berikutnya	Sudah ada
14	Bab 7 Simpulan, Keterbatasan Dan Saran	Sudah ada
15	Daftar Pustaka	Sudah ada
16	Lampiran penelitian(jika ada)	Sudah ada
17	Surat tugas	Belum ada, dapat ditambahkan
18	Biodata Ketua Dan Anggota Di Tandatangani	Sudah ada, belum ditandatangani
19	Berita Acara Seminar	Belum ada, dapat ditambahkan
20	Presensi	Belum ada, dapat ditambahkan
21	Notulen di tanda tangani reviewer/LPPM dan peneliti	Belum ada, dapat ditambahkan
22	Bukti <i>submitted</i> artikel ke jurnal	Belum ada, dapat ditambahkan

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