

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.