CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher presents the data which was collected from the research. The data was obtained from the implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of muhammadiyah 9 high school of Surabaya and the data was obtained from students' response in the implementation of *WhatsApp* group for teaching writing narrative text. The most of important thing in a research is the result of the study and discussion. In this chapter the researcher is going to present the data which was collected from the observation and field notes. The researcher also got the data from questionnaire and interview were answered by the students. The important point of this chapter is to answer problems of study. This chapter presents the research findings result of the study of the implementation of *WhatsApp* group for teaching writing narrative text. The findings were divided into two times. The first meeting which was held on Wednesday, May 09, 2018, and the second was held on Friday, May 11, 2018.

4.1 The Implementation of *WhatsApp* Group for Teaching Writing Narrative for 10th Grade Students of Muhammadiyah 9 High School of Surabaya

4.1.1 The First Meeting: on Wednesday, May 09th 2018

All activities that were started on the first and second meeting were arranged on lesson plan (see Appendix 1: Lesson plan). The lesson plan that was made by the teacher was complete and clear. It was made systematically such as lesson plan in general. It was easy to understand, and consists of accordance of based competence (KI) and core competence (KD) having been taught. It was very complete containing of learning steps, as well as assessments to be obtained by students, etc (see Appendix 2: Assessment of lesson plan).

Teacher was very ready in the implementation of learning process. In facilitating the learning process, there were many supporting tools that were provided by teacher to support teaching-learning process; lesson book, board marker, dictionary, laptop, etc. Learning

narrative text material was on Wednesday, May 09th 2018. In the pre activities, teacher and students were praying together. After that, the teacher gave a greeting to his students and the whole student answered the teacher's greeting. The teacher did not forget to check his students through the attendance list. Teacher always went around the classroom to check the completeness of student attributes, such as nail hygiene and hair length (for men), textbooks, and dictionaries and when the students were not obeyed to the rules, teacher would like to gave the students a punishment of memorizing 10 new vocabularies.

After the warming section, the teacher explained the direction of the purpose of the task. The learning method that was applied in the class during the research was Group Investigation. It was allowed the students to sit in a circle to solve problems in their own group. Next, the teacher divided all of students randomly in a class into 5 groups . In every group consists of 5-6 students. After that, the students were conjoined by the teacher in their own group in *WhatsApp*, namely *Grup Penelitian* that consist of five groups *WhatsApp* here are *Grup Penelitian* 1 to 5.

Picture 4.1: WhatsApp groups of the research.

The teacher's effort in preparing the students mentally were very interested. Teacher did not immediately start learning with difficult material that would like to make students felt bored but students were

given intermeso in the begining of the lesson such as guessing them related to the topic to be discussed the, ie: 'malin kundang'. Furthermore, the teacher explained the learning materials in accordance with the topic. After ensuring that all students understand to about the material that was given by the teacher, he provided an exercise to make an assessment of the learning that was taught.

The teacher was very good at preparing the implementation of learning process. This can be seen from the handout (see Appendix 3: Handout of learning process) which contain some steps of learning activities. This was intended to minimize the students' lack of understanding of task.

The handout was distributed to each group, it is consist of :

No	Step	Description	Date of Workmanship
1	First step	Read the legend story that was distributed by the teacher in *WhatsApp* group	The 09th of May 2018
2	Second step	Answer the question related to the legend story in a group	The 09th of May 2018
3	Third step	Specified the text structure of the text that you read and make a draft about it by taking a conclusion from the story by your own word becomes a continued paragraph that made by the student in that group	The 09th of May 2018
4	Fourth step	Make a complete story from the draft	The 11th of May 2018
5	Fifth step	Every students must mention the moral value of the story	The 11th of May 2018

Table 4.1: The step of learning process.

The first step showed that the teacher asked his students to read the story that was distributed by the teacher in *WhatsApp* group. The stories that were divided by the teacher in every group were different; the first group got "The legend of tangkuban perahu", the second group was "Ande-ande lumut", the third group was "The legend of telaga warna", the fourth group was "Ciung wanara", and the last group was also "Ciung wanara".

The teacher asked students to write down the points obtained from each paragraph. After that the teacher shared the questions and asked the students to answer. In *WhatsApp* group, students answered the questions that were given by the teacher. There were eight questions that were provided by the teacher. Based on the learning method that was used in this research namely group investigation method, the teacher asked the students to divide the questions and answer it in togetherness. So, all of the members students in *WhatsApp* group were able contribute to answer the questions.

The list of questions that were distributed by the teacher in every groups:

Discuss with a partner the answer to following the questions!	
No	Question
1	When and where did the story happen?
2	Who were involved in this story?
3	What even started the plot of the story
4	What happened next?
5	What makes the problem in the story get more complicated?
6	What is the climax of the story?
7	Was there any resolution of the story?
8	Was there any conclussion or message of the story

Table 4.2: List of questions in step 2.

In the next step, the teacher asked the students in groups to classify the structure of the text of the story that was read by the students and then compiled into a draft in each paragraph. In the picture 4.2 is taken from *Group Penelitian 4* (research group 4).
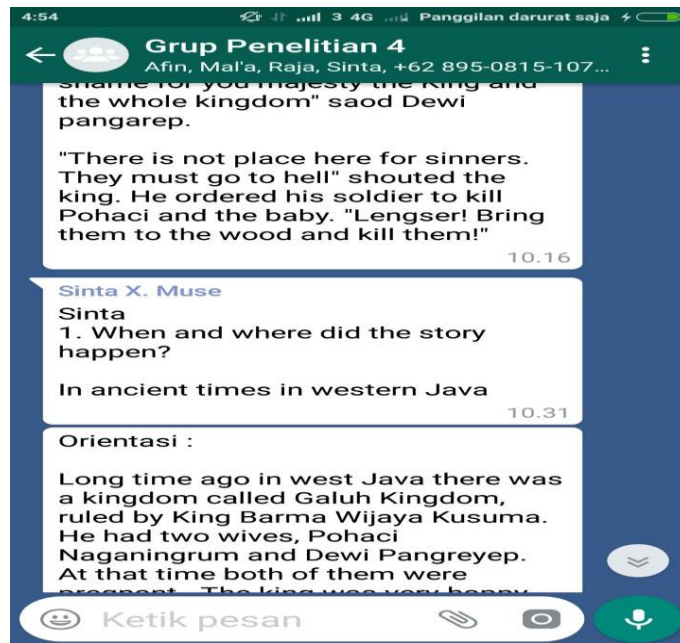
Picture 4.2: The third step: Specify the text structure.

The structure text of narrative text that must be classified by the students in the group *WhatsApp*, consist of: (a) Orientation: the aims of this part was to gives the reader information about the figures that involved in the story and also setting time and place of the story, (b) Complication: the aims of this part was to shows the reader about the begining of the conflict, (c) Sequence of events: the aims of this part was to show developed of the story after the conflict, (d) Resolution: the aims of this part was to shows the solution of the conflict, and (e) Coda: the aims of this part was to show the moral value that got by the reader.

Learning ends with giving conclusions and feedback during learning. Furthermore, on the closing of the lesson, the teacher asked to the students to pray together and closed learning with a closing greeting.

4.1.2 The Second Meeting: on Friday, May 11th 2018

The next lesson was on Friday, May 11th 2018. Learning on the second day began with the same thing as the learning step on the first day, ie; praying together, the teacher began learning with a greeting,

the teacher checked the attendance list, and check diciplined the students with the rules that made by the school.

The teacher started the core learning by explaining the procedure to make complete story from the draft that was made by the students on the previous day. The teacher asksed every groups to develop the sentences that was corrected by him in the drafting process to be complete story based on the students' own understanding in groups.

In this step, the students discussed together to develop the draft that was made individualy to be a complete story that was made in togetherness and helped each other, so all of the students in their own group gave contribution to finish it.

In the picture 4.3 was taken from *Group Penelitian 1* (research group 1). It shows about the fourth step, whereas the teacher asked the students to develop the draft become a complete story that was made by them together in a group. So, in the last of the task, there was only one complete story that concluded by the students in a group.
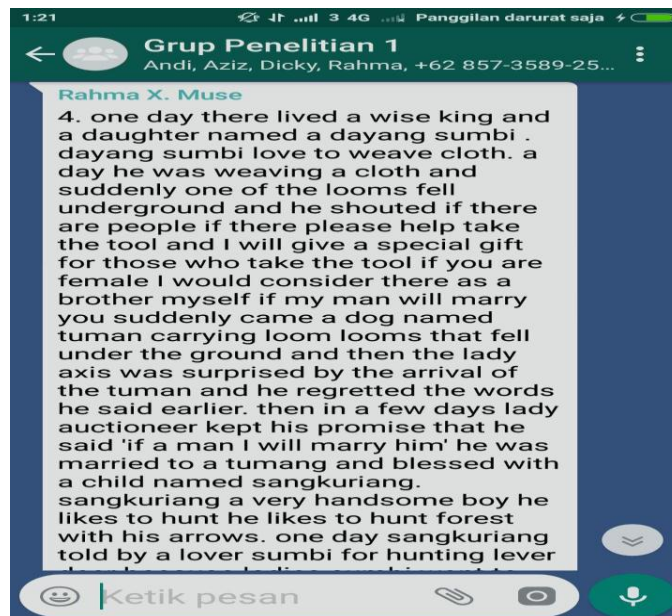
Picture 4.3: The fourth step: Make a complete story.

In the final stage, the teacher asked each student to give a moral value that was derived from the story based on the students' personal opinion. After that they had to send the task in the *WhatsApp* group. In the picture 4.4 was taken from *Group Penelitian 5* (research group 5).
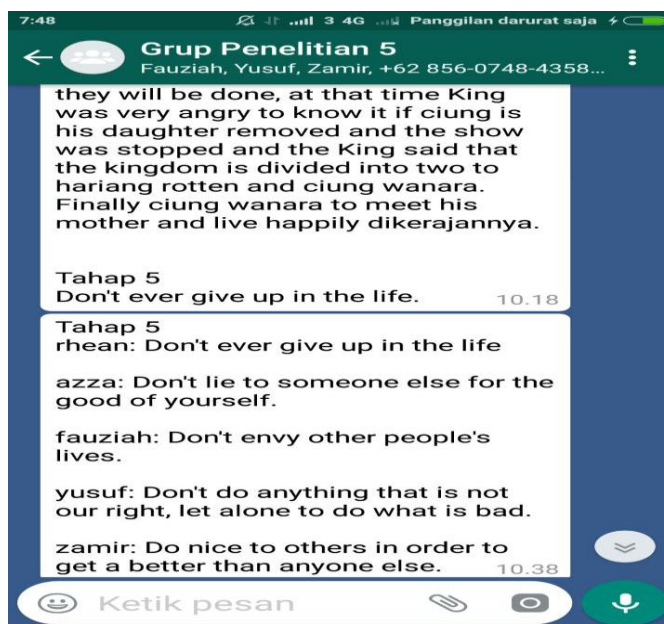
Picture 4.4: The fifth step: Moral value.

Teacher explained the learning materials very clear in accordance with lesson plan, but there were several students who did not understand the explanation of teacher well, it could be because the students paid less attention to the teacher's explanation. The teacher explained with coherent and not in a hurry to make students easily to understand the lesson. The teacher was so patient to explain to the students who did not understand well and asked them to help each other in a group.

Picture 4.5: Students were supported each other to finish the task .

In the picture 4.5, there was student A who reminded all his friends in his group to finshied the task that was given by the teacher, but there was a student B that gave respons to him, student B did not understand about the rules of the task and student A supported his friend and asked his friend to understand and try the task first. It meant that the learning method (group investigation) in this research was applied because they could be able to helped and supported each other.

The text of conversation, ie:

Murid A   : "Ayo guyss", lalu murid yang menyemangati temannya menandai beberapa nomor telepon siswa yang belum mengerjakan tugasnya.

Student A   : "Come on guys", after that the boy that was supported his friends add some telephone numbers that do not finished.

Tiba-tiba ada murid B yang memberikan respon jika ia masih belum memahami tugas yang diberikan oleh guru.

Suddenly, there is student B which is gave respons that he still do not understand with the task that given by the teacher.

Murid B   :Tugas opo seh

Student B   :What is the task given

Akhirnya siswa A meminta seluruh temannya untuk memahami kembali
tahapan dari tugas yang diberikan oleh guru.

Finally, student A asked his friends to understand the step that given by
the teacher first.

Murid A   : Pahamono disek

Student A   : Understand it first

The last section, the teacher ended the learning process by
giving conclusions and feedback. After that the teacher invited all
students to pray together and closes the learning process with a closing
greeting which was answered by all students. All of activities during
teaching-learning process was wrote down and described by the
researcher based on the indicators of observation sheet and field-note
(See Appendix 4: Observation sheet and field-note).

4.2 The Students' Response Toward The Implementation of *WhatsApp* Group for Teaching Writing Narrative Text

The questionnaire were distributed into 27 students in the 10th science
class. After that, it was analyzed in descriptive ways. The result of
questionnaire that was distributed to the student was used to support the data
from the observation. In the questionnare section, the students asked to answer
the questions about teaching-learning process in *WhatsApp* group (see
Appendix 5: Questionnaire Sheet).

The question that was provided in the questionnaire sheet contained of
15. The aims of this questionnaire was to know the students responses toward
the implementation of *WhatsApp* group for teaching writing narrative text.
Based on the result of questionnaires, the students had various answers.

It can be seen on the table 4.3 (see Appendix 6: Table of the result and percentage of students responses):

No	Sangat Setuju		Setuju		Ragu-Ragu		Tidak Setuju		Sangat Tidak Setuju	
	Total students	%	Total students	%	Total students	%	Total students	%	Total students	%
1	8	29,63 %	15	55,56 %	4	14,81 %	0	0,00 %	0	0,00 %
2	13	48,15 %	13	48,15 %	0	0,00 %	1	3,70 %	0	0,00 %
3	4	14,81 %	22	81,48 %	1	3,70 %	0	0,00 %	0	0,00 %
4	8	29,63 %	12	44,44 %	6	22,22 %	1	3,70 %	0	0,00 %
5	5	18,52 %	18	66,67 %	3	11,11 %	1	3,70 %	0	0,00 %
6	6	22,22 %	17	62,96 %	4	14,81 %	0	0,00 %	0	0,00 %
7	9	33,33 %	14	51,85 %	4	14,81 %	0	0,00 %	0	0,00 %
8	2	7,41 %	5	18,52 %	12	44,44 %	4	14,81%	4	14,81%
9	5	18,52 %	12	44,44 %	10	37,04 %	0	0,00 %	0	0,00 %
10	4	14,81 %	20	74,07 %	3	11,11 %	0	0,00 %	0	0,00 %
11	8	29,63 %	13	48,15 %	5	18,52 %	1	3,70 %	0	0,00 %
12	5	18,52 %	13	48,15 %	4	14,81 %	3	11,11%	2	7,41 %
13	0	0,00 %	9	33,33 %	10	37,04 %	5	18,52%	3	11,11%
14	7	25,93 %	14	51,85 %	5	18,52 %	1	3,70 %	0	0,00 %
15	7	25,93 %	16	59,26 %	3	11,11 %	0	0,00 %	1	3,70 %

Table 4.3: The result and percentage of students' response

For the statement of number (1), "Teaching writing by using *WhatsApp* application can give benefits for me". There were 8 students (29,63%) answering strongly agree, 15 students (55,56%) answered agree, 4

students (14,81%) answered doubtful, and 0 students (0,00%) answered disagree and strongly disagree. So, students were agree that teaching writing by using *WhatsApp* aplication can gave them benefits.

The statement of number (2), "Teaching writing in *WhatsApp* group was the new experience for me". There were 13 students (48,15%) answered strongly agree and agree, 0 students (0,00%) answered doubtful, 1 student (3,70%) answered disagree, and 0 students (0,00%) answered strongly disagree. So, students balanced to answer strongly agree and agree to feel that teaching writing in *WhatsApp* group was the new experience.

The statement of number (3), "I felt that there was a significance differences in writing by using WhattsApp group and writing in classic (used papper and pen)". There were 4 students (14,81%) who answered strongly agree, 22 students (81,48%) answered agree, 1 student (3,70%) answered doubtful, and 0 students (0,00%) answered disagree and strongly disagree. So, students were agree with the statement. They felt that there were significance differences in writing by using WhattsApp group and writing in classic (used papper and pen).

The statement of number (4), "Teaching writing in *WhatsApp* group helped me to learn writing". There were 8 students (29,63%) who answered strongly agree, 12 students (44,44%) answered agree, 6 students (22,22%) answered doubtful, 1 student (3,70%) answered disagree, and 0 students (0,00%) strongly disagree. So, students agreed that teaching writing in *WhatsApp* group could help them to learned writing.

The satement of number (5), "The implementation of teaching writing in *WhatsApp* group made me easy to study english lesson". There were 5 students (18,52%) who answered strongly agree, 18 students (66,67%) answered agree, 3 students (11,11%) answered doubtful, 1 sttudent (3,70%) student disagree, and 0 students (0,00%) strongly disagree. So, students agree that the implementation of teaching writing in *WhatsApp* group make them easy to study english lesson.

The statement of number (6), "I liked the method of teaching writing by using *WhatsApp* group as the media". There were 6 students (22,22%)

who answered strongly agree, 17 students (62,96%) answered agree, 4 students (14,81%) doubtful, and 0 students (0,00%) answered disagree and strongly disagree. So, students felt agree that they liked the method of teaching writing by using *WhatsApp* group as the media.

The statement of number (7), "The method that was applied for teaching writing in *WhatsApp* group was easy". There were 9 students (33,33%) who anwered strongly agree, 14 students answered agree, 4 students (14,81%) answered doubtful, and 0 students (0,00%) answered disagree and strongly disagree. So, students agreed that the method were applied for teaching writing in *WhatsApp* group was easy.

The statement of number (8), "The steps that were applied for teaching writing in *WhatsApp* group made me confused". There were 2 students (7,41%) who answered strongly agree, 5 students (18,52%) agree, 12 students (44,44%) answered doubtful, and 4 students (14,81%) answered disagree and strongly disagree. The students understood enough with the steps of teaching writing that was applied for teaching writing in *WhatsApp* group. The used of handout could be able to reduce students confusion.

The statement of number (9), "The steps that were applied for teaching writing in *WhatsApp* group accosstomed me to write in a concep". There was 5 students (18,52%) who answered strongly agree, 12 students (44,44%) answered agree, 10 students (37,04%) answered doubtful, and 0 students (0,00%) answered disagree and strongly disagree. So, students agree that the steps applied for teaching writing in *WhatsApp* group could accosstomed them to write in a concep.

The statement of number (10), "I understood with the explanation of the steps in learning process". There were 4 students (14,81%) who answered strongly agree, 20 students (74,07%) answered agree, 3 students (11,11%) answered doubtful, and 0 students (0,00%) answered disagree and strongly disagree. So, students agree that they understood with the explanation of the steps in learning process.

The statement of number (11), "The commands during writing task was easy to applied". There was 8 students (29,63%) answered strongly

agree, 13 students (48,15%) answered agree, 5 students (18,52%) answered doubtful, 1 students (3,70%) answered disagree, and 0 students (0,00%) answered strongly disagree. So, students agree that the commands during writing task was easy to applied.

The statement of number (12), "The topic that i got was new story for me that never i read before". There were 5 students (18,52%) who answered strongly agree, 13 students (48,15%) answered agree, 4 students (14,81%) answered doubtful, 3 students (11,11%) answered disagree, and 2 students (7,41%) answered strongly disagree. So, students agreed if the topic story that they got a new story that never they read before.

The statement of number (13), "The topic of the strory was difficult to develop my own sentences". There were 0 students (0,00%) who answered strongly agree, 9 students (33,33%) answered agree, 10 students (37,04%) answered doubtful, 5 students (18,52%) answered disagree, and 3 students (11,11%) answered strongly disagree. So, students felt doubtful that the topic story was difficult to develop in their own sentences, because every groups could finish the task well.

The statement of number (14), "I found an effectiness ways to start writing after the implementation of teaching writing by using group *WhatsApp* as the media". There were 7 students (25,93%) who answered strongly agree, 14 students (51,85%) answered agree, 5 students (18,52%) answered doubtful, 1 student (3,70%) answer disagree, and 0 students (0,00%) answered strongly disagree. So, students agreed that they found an effectiness ways to start writing after the implementation of teaching writing by using group *WhatsApp* as the media.

The statement of number (15), "I felt so motivated in writing after the implementation of teaching english writing by using group *WhatsApp* as the media". There were 7 students (25,93%) who answered strongly agree, 16 students (59,26%) answered agree, 3 students (11,11%) answered doubtful, 0 students (0,00%) answered disagree, and 1 students (3,70%) answered strongly disagree. So, students agree that they were motivated in english

writing after the implementation of teaching english writing by using group *WhatsApp* as the media.

To conclude the answers of 15 questions in the questionnaire sheet, the students' responses towards the implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of muhammadiyah 9 high school of Surabaya, consists of; (1) Students agreed that teaching writing by using *WhatsApp* aplication gave them benefits (55,56%), (2) Students balanced to answer strongly agree and agree to feel that teaching writing in *WhatsApp* group was the new experience (48,15%), (3) Students agreed with the statement. They felt that there were significance differences in writing by using WhattsApp group and writing in classic (used papper and pen) (81,48%), (4) Students agreed that teaching writing in *WhatsApp* group could help them to learned writing (44,44%), (5) Students agreed that the implementation of teaching writing in *WhatsApp* group made them easy to study english lesson (66,67%), (6) Students agreed that they liked the method of teaching writing by using *WhatsApp* group as the media (62,96%), (7) Students agreed that the method were applied for teaching writing in *WhatsApp* group is easy (14,81%), (8) The students understand enough with the steps of teaching writing that were applied for teaching writing in *WhatsApp* group (44,44%). The use of handout be able to reduced students confusion, (9) Students agreed that the steps were applied for teaching writing in *WhatsApp* group could accustom them to write in a concep (44,44%), (10) Students agreed that they understood with the explanation of the steps in learning process (74,07%), (11) Students agreed that the commands during writing task was easy to applied (48,15%), (12) Students agreed if the topic story that they got a new story that never they read before (48,15%), (13) Students felt doubtful that the topic story was difficult to developed in their own sentences. Every groups be able to finish the task well (18,52%), (14) Students agreed that they found an effectiveness ways to start writing after the implementation of teaching writing by using group *WhatsApp* as the media (51,85%), (15) Students agreed that they were motivated in english writing

40

after the implementation of teaching english writing by using group *WhatsApp* as the media (59,26%).

Based on the result of research, the researcher found that the student's response in the implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of Muhammadiyah 9 high school of Surabaya was good, because many students agreed to the questionnaires sheet that were distributed by the researcher.

4.3 Interview Result

Interview was a part of the instrument of this research. There were an English teacher, two students and also the researcher in interview process that were chosen as sampling. During the explanation of this part all of them were given an initial name, namely; Teacher (T), Student 1 (S1), Student 2 (S2), and Researcher (R) (See Appendix 7: Transript of interview result). The aim of this interview process was to support of research, finding toward the implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of muhammadiyah 9 high school of Surabaya, It shows that the problem that was faced by the students in writing, the teacher's effort to support the student created writing, teacher's role in classroom, learning method that was applied in the classroom, and media that was used in teaching writing.

Based on the explanation that was stated by the teacher during interview process, the researcher knew that 60% students in 10th grade of science program like writing. It can be proved from the task that was given by the teacher. It was also strengthened by the statement of the student 1 that write is based on mood so sometimes it will be interested but in other time it will not, but the student 3 were also said that writing be able to make her relax because by using writing she take of the load.

Teaching by using *WhatsApp* application was new experiences during learning process exactly in writing based on the statement of the teacher and students, but the students very excited during the implementation of this research. They felt that it was fun when they learn by using phone, so the parents will not be angry if they are using their phone. They also hope that one

day the curriculum can be able to aplly *WhatsApp* (digital learning) in learning process.

4.4 Discussion

4.4.1 The Implementation of Group Investigation During Teaching-Learning Process

This research was used Group Investigation method. According Joyce and Weil (2003: 84) there are several steps in teaching during learning process by using group investigation method, among other: (a) The first stage is to stimulate students with an explanation. (b) Furthermore, attention to student reactions after being given explanation by the teacher. (c) After students start to be stimulated to respond to teacher explanations, teacher directs students to solve problems they face on their own. (d) After that the teacher directs students to analyze their problems, solve the problem, and report the results of their work. (e) Finally, students in groups evaluate and summarize the goals of the problems they have faced. Based on the observation that was taken by the researcher during teaching-learning process, the teacher started the lesson with explained the material well. It was done till the students understand well the material. After that, the teacher stimulated the critical thinking of the students in every groups by giving them a task that must be faced together, and the last section the teacher gave the students some advice, evaluate the students, and also summarize the lesson to make the students more understand what the got during teaching-learning process.

Teacher and student can got many benefit during teaching-learning process by using Group Investigation method. It consist of; It was applied democratic way so every students can be able to stated their own suggestion or mind for the best way to their own group and the teacher can be wisely to give the scores to the students, The learning process used scientific investigation, All students will be more active to get involved in solving problems encountered, Students will get experience based learning directly during the learning activities,

because from the information that taken by the researcher, it was new experiences that applied during teaching writing in tenth grade students on Muhammadiyah 9 High School of Surabaya.

4.4.2 The Steps of Teaching-Learning Process

There were fifth steps of task that must be done by the students in a group *WhatsApp*, ie; **(a) First step:** Read the legend story that was distributed by the teacher in *WhatsApp* group. The teacher asked the students to read their own story in group *WhatsApp*. The aims of this steps were to make the students undesrtand about the story that be developed by them. So they ccould discuss together in a collaborative way to create a story in similar topic with their own sentences in a group discussion. According to Harmer (2004: 63-76), there are two important thing that can boost students' spirit in writing: instant writing and collaborative writing. (a) Instant writing is an effort to write freely and requires a lot of preparation and rules. It can be used whenever we need to apply it in learning process. The following activities provide some example of instant writing, among other; sentence writing, using music, using pictures, and writing poems. (b) Collaborative Writing is methods in language classes, it can motivate students with a sense of togetherness in achieving common goals. The following activities provide some example of instant writing, ie; using the board, writing in groups and pairs. **(b) The second step:** Answer the question that related to the legend story in a group. The aims of this process was to make the students are able to be critic and help each other to solve the problem together in a group as the procedure of Group Investigation (GI). **(c) The third step:** Specified the structure of text that you read and made a draft about it by took a conclusion from the story by your own word became a continued paragraph that was made by the student in that group. According to Pardiyono (2016: 80), following the elements to construct narrative texts, consist of; (a) Orientation: The first step where the author begun to tell about everything that was happened to the story based on 5W + 1H (what, where, when, who, why, and how), (b)

Complication: The writer inform the reader about the problems that occur within a story, which begun from the causes of the emergence of the story, (c) Resolution: It shows the reader about an attempt to solve a problem was committed by the character of the story contained in the story and related to the causes of the problem, and (d) Coda: It inform to the reader as an addition in the story, where the writer shows about moral messages that can be taken by the reader from the story. The students asked to divide the structure of the story and write the conclussion of that to be a draft that was developed in their own sentences. **(d) The fourth step:** Made a complete story from the draft. In this research, the steps as followed the theory of Harmer (2004: 4-5), there are four steps in writing process, ie: (a) Planning: the author should make a decisions about what they want to write before writing, (b) Draft : it contains of main idea about the process of writing that must be done by the students, (c) Editing (reflecting and revising) : it is process that is need in every writing process wich is correcting every sentences that is produced during writing process without replacing the main point of the writing, (d) Final version : It is the final stage in writing process which is given the reader their final version. The students asked to develop the conclusion of the text structure to be a complete story. So, in the end of the task, there was a complete story that has been developed in their own setences. **(e) The fifth step:** Every students must mention the moral value of the research. The aim of this step was to make the student are able to get some value from the story that has been read by them.

4.4.3 The Students' Responses Towards The Implementation of *WhatsApp* Group for Teaching Writing Narrative for 10th Grade Students of Muhammadiyah 9 High School of Surabaya

The use of the WhatsApp group as the media could be motivated the students to learn writing. Students could get new experiences in teaching-learning by using WhatsApp as a tool could make the students interested to apply it. The learning method that was applied in this

research was also able to make them help each other. So it was helped to make all of the students undertand the leasson well.

Even if teaching learning by using WhatsApp group as the media was the new experiences by students in grade 10th in science program of Muhammadiyah 9 Surabaya, the students were interested to apply it in learning process. The teachers' role was very important to support the students in learning process. According to Joyce and Weil (2003:85) as cited in Thelen (1954: 52-54), the teacher's role in investigating group of learning is that the teachers should be able to be counselors in which students can comfortably share about their problems without fear of intimidation, teachers should be able to become consultants which the teacher can advise students wisely without patronizing, and finally the teacher must also be able to become a friendly critic so that with critical teacher thinking, students will also be motivated to think critically. It must be done by the teacher to reach the purpose of teaching-learning process and make it succeed.

4.4.4 The Expectation for The Further Research

The researcher hope that this research can be able to modified and more developed to be applied in teaching-learning process for every skill that implemented in teaching English because it was related to the development of digital era. The goverment can also apllied digital learning as a tool for learning process so students can be more open-minded especially to implemented productive skill such as writing.