CHAPTER IV
FINDINGS AND DISCUSSION

This chapter provides the results and analysis of the data. This research involves of finding and discussion.

A. Findings

The data was taken from SMA Muhammadiyah 10 Surabaya with 20 participants from X MIA 2 Girls. Researcher used 3 instruments for collecting the data. Those are observation, questionnaire, and interview. Observations were made twice, questionnaire distributed once, and interview in one section. There are 3 variables in this research that involves of narrative text, computer-mediated communication, and collaborative approach. Those were material, media, and approach. Researcher focuses on four factors that exist in teaching activity using computer-mediated communication, namely: (1) collaborative approach in teaching activity, (2) how computer-mediated communication works, (3) barriers in the use of computer-mediated communication, and (4) student's response in the use of computer-mediated communication.

Meanwhile, based on the teaching process in the classroom, the activities were related to variables already applied in a good way. Researcher divided those activities into three stages; first, opening is a process to increase students' motivation and attention in learning participation. The teacher of English language subject succeed to impress his students to be active in learning participation. It can be seen at students' expression and participation that support the use of e-learning application and pick up the smartphone automatically. Second, main activity is a process of teaching and learning that conducted to obtain the basic competency and ability to answering and understanding the text systematically. It contains of exploration, elaboration, and confirmation phases. Exploration is a phases for students to finding information that related to material actively, elaboration is a phases for students to think, analyze, and answering the tasks or projects collaboratively, and confirmation phases that related to the questioning activity to get feedback or reflection. In main activity, the condition of classroom was conducive and students were in high concentration with their

learning groups. Third, closing is the last stages in a series of teaching. This stage was conducted by concluding the lesson, doing assessment, and providing feedback to students. In this stage, researcher not found teacher completed the conclusion, assessment, and providing feedback toward students in front of the class. Researcher only found that teacher announce to students about the assessment would be obtained in e-learning application and then he close the class.

No.	Day/Date	Time	Activity	Explanation
1.	Thursday, 2nd May 2019	08.15-09.00	First Observation	Researcher in the class of X MIA 2 Girls to observe teaching and learning process using e-learning application
2.	Friday, 3rd May 2019	08.15-10.30	Second Observation	
3.	Friday, 3rd May 2019	09.00-09.20	Share the questionnaire to students X MIA 2 Girls	Students asked to fill response sheets
4.	Friday, 3rd May 2019	09.20-10.30	Interview the English teacher	English teacher provides some explanation related to teaching and learning process using e-learning application

1. Collaborative Approach in Teaching Narrative Text

The observation and collect of the data were started on 2nd May 2019. X MIA 2 Girls were sample of this research. Process of observation was started on 8.15 A.M with the teacher of English language subject in that class. Researcher came in that class to start the observation process. Firstly, researcher introduce the personal identity to students in X MIA 2 Girls and explained the purpose of researcher's existence to them. The teacher start with opening and explained the material about narrative text. Both are done within 15 minutes and then he continue with explained the steps to login in the e-learning application and how to use it. Students' enthusiast were rising when the teacher announce about the use of e-learning application in learning activity on that day. In the second day at 3rd May 2019, researcher make the last observation, shared the questionnaire, and also interviewed the English language teacher as the effort to collect the data. At the second day, there is no significant activities in the classroom that distinguish with the first observation at 2nd May 2019. Based on the observations and the results of interviewed with the English language teacher, there is no significant things in teaching narrative text with computer-mediated communication through collaborative approach. The indicator of teaching with computer-mediated communication through collaborative approach is collaborative production which means that learning activities should generates product. There is no concrete collaborative production in the class of X MIA 2 Girls. Researcher found that teaching narrative text with collaborative approach through computer-mediated communication didn't generate a concrete product yet. Meanwhile, the English language teacher said that "the collaborative production that generated by student tends to affective product, they are able to works in the group and not being an individualist". Based on researcher's observation, they more collaborative as a group of works and more competitive as an individual – they asked to their partner about the material and how to fix when the trouble comes and being the first one that finish the task.

**2. How Computer-Mediated Communication Works**

In the interview section, the English language teacher said that "e-learning application is a media that used by teachers and students in the teaching and learning process which internet networks is utilized – there are 2 versions of e-learning application, (1) made by school and (2) made by teacher". Actually, these version has a similarity in the features but also has a difference in the technical process – the tasks or assignments of students didn't send to school's database. On the other words, learning activity depend on these versions. In this case, the English teacher used his version and the results of students would be sent to his account directly. The steps of login into the e-learning application was started from students searching for the *smamx* Wi-Fi network, connect it, and using browser for login into the e-learning application with the password based on teacher's name. In their works, they used e-learning application in teacher's version and this version provide an exclusive gallery of teacher. Teacher can "decorate" their gallery with the materials, tasks, quiz, and assignment for their students. Students were able to access teacher's gallery only with the password based on their name. That is the reason why password of e-learning application in SMA Muhammadiyah 10 Surabaya wrote in teacher's name – the school's version is separate with teacher's version. Nevertheless, when researcher observe X MIA 2 Girls, the explanation of material didn't used computer-mediated communication but presented orally. The English language teacher only used computer-mediated communication as the media to give them tasks even though the media able to use for reading passage that related to the explanation of the material. Eventually, students login into the e-learning application from their school official website and then completed the task from the teacher. The answers from students were detected by the key answers from teacher's account. After students finish their task, the teacher needed to login into his account, check their result, and e-learning application calculate their score automatically. It means that the role of teacher as a facilitator were able to applied maximally due to the things that related to the administration reduced by computer-mediated communication.

The use of computer-mediated communication as the media in teaching activity gave a lot of significant things. One of the significant things that researcher meant was computer-mediated communication tends to aid students in doing the task – they didn't need to copy the task into their books, they didn't need to write again and only finish their task by smartphone directly. Based on researcher's observation, students have more chances to ask their teacher

that related to the material due to the time allocation is not located on the copying activity that requires them to write again the tasks in text book or whiteboard into their writing books but the allocation of time located on the explanation or question and answer section dominantly. Meanwhile, based on survey that shared from questionnaire in X MIA 2 Girls, researcher also found that teaching narrative text with computer-mediated communication through collaborative approach generate an affective product in their class – they more collaborative than using traditional ways that has no e-learning application. In addition, researcher used Likert Scale to measure response and perspective from X MIA 2 Girls about the use of computer-mediated communication in learning process with the highest score is 5 (See the table and diagram below)

Statement	Total Answer of Student					Percentage (%)	Total of Student
	Score (5)	Score (4)	Score (3)	Score (2)	Score (1)		
First Statement	7	5	8	0	0	79%	20
Second Statement	4	9	6	1	0	76%	20
Third Statement	5	10	5	0	0	80%	20
Fourth Statement	6	11	3	0	0	83%	20
Fifth Statement	6	8	6	0	0	80%	20
Sixth Statement	8	9	3	0	0	85%	20
Seventh Statement	2	9	6	3	0	70%	20
Eighth Statement	3	7	9	1	0	72%	20
Ninth Statement	4	10	6	0	0	78%	20
Tenth Statement	3	8	8	1	0	73%	20
Eleventh Statement	5	8	3	4	0	74%	20
Twelfth Statement	5	3	8	4	0	69%	20
Thirteenth Statement	4	6	5	5	0	69%	20
Fourteenth Statement	4	7	7	2	0	73%	20
Fifteenth Statement	7	2	7	4	0	72%	20
Sixteenth Statement	3	5	12	0	0	71%	20

Seventeenth Statement	4	7	7	1	1	72%	20
Eighteenth Statement	4	7	7	2	0	73%	20
Nineteenth Statement	3	8	8	1	0	73%	20
Twentieth Statement	6	6	5	2	1	74%	20
Average						74,8%	20

74.8%

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        |       |       |       |   |   |           |
     20%     40%     60%     80%     100%
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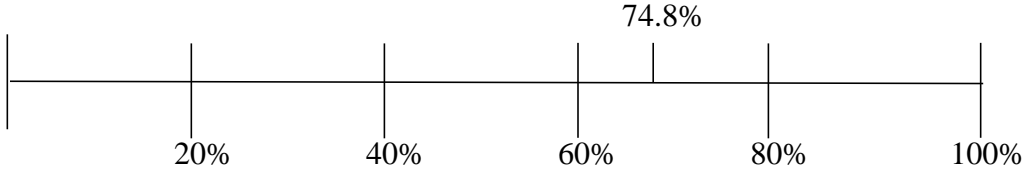
Likert Scale formula to calculating as below:

(total score for each items : ideal score) x 100%

Formula to find the ideal score:

ideal score = highest score x total participants

The table and diagram above explain about the implementation of computer-mediated communication in teaching narrative text through collaborative approach and the effects that involves of student's feeling in the use of e-learning application, their ability and the competency of teacher when operating e-learning application, and the benefits of e-learning application in learning English language subject.

3. Barriers in the use of Computer-Mediated Communication

In the use of computer-mediated communication as the media couldn't be separated from the barriers. According to Merriam-Webster dictionary, barrier is a natural formation or structure that prevents or hinders movement or action. In this case, based on researcher's observation, the thing that prevent computer-mediated communication can't be operated in the maximum performance was still lacking of facilities that support students to access it. The facilities that researcher meant are networks. They are important to accommodate the users of

e-learning application. On the other words, lack of networks will provide a slow speed in the effort to access e-learning application that supporting students' learning activity.

Meanwhile, researcher's observation supported by teacher statement in the interview section. He said that "internet networks have a vital roles in the teaching and learning activity due to those activities in e-learning application depend on internet networks – if internet connection suddenly has stopped and the networks are still not enough to accommodate students' needs means that teaching and learning must be back into the traditional model". In addition, teacher's factor also has a crucial role in the classroom. The English language teacher said that "actually, the growth of smartphone and internet make people being an individualist" – that's why teacher have to use an exclusive approach in the effort to transfer knowledge using e-learning application without resulting individualist students.

B. Discussion

In this section, researcher was elaborating findings in previous part. This section was important to provide a new paradigm about growth of technology in teaching and learning activity. Hopefully, this section would enrich our understanding about how to utilize digital technology in appropriate context for a better education.

1. Maximizing the Role of Teacher as Facilitator

In the growth of digital technology, the role of teacher as a facilitator are able to occupy the best position. It means that teacher performed his role well. Teacher performed his role well couldn't be separated from the tools that helping them. One of the tools that helping them to maximize their role as facilitator is digital technology. Specifically, digital technology that researcher meant is e-learning application. E-learning application not only a media to aid students in learning activity but also as the tools for teacher to manage the classroom in single touch of finger.

Technically, e-learning application are able to manage the process of learning in the classroom. As we seen in the previous part of this chapter, most of findings that researcher

found are guide us to the understanding that all of students' activities can be done in e-learning application without limitations of time and space. It's a new innovation in education that can continue to be developed and considered as the good media to teach and learn in the future. Meanwhile, not only manage the students' activities in the classroom but also help teacher to manage them administratively. In the use of e-learning application, students summited their results from those activities in online by using e-learning application. On the other words, e-learning application as the media not only help students' works but also teacher's works. Administratively, managing works in e-learning application will look neater than the traditional way by using paper due to all of activities of students will be saved and checked in single touch screen. So, teacher can maximize their role as a facilitator dominantly not teacher as the administrator anymore.

2. Reducing the Time, Budget, and Energy

As we seen before in the previous explanation, e-learning application has a lot of advantages. These advantages were aid teacher and student as the user of that application to reduce their time, budget, and energy in traditional way. Usually, student needed more time to finish their works in traditional way due to the allocation of time only for reading and writing whereas they needed more time for preparation such as pick up the pencil, books, papers, etc. They needed a tool that efficient to reduce their time to finish their works. E-learning application has proven their performance to reduce the allocation of time to finish the works and accommodate students in their learning activities in single touch screen. It must be considered in the future as the alternative way to accommodate students in their learning activities.

Meanwhile, e-learning application not only reduce the time of students to finish their works but also reduce their budget in the process of learning. It has proven with the use of books and papers as the tools of reading and writing that reduced by e-learning application. All of activities that related to reading and writing has changed into digital book in e-learning application. It's useful for reduce their budget as the student. They didn't need to buy a lot of books to facilitate their learning activities in the school. Moreover, these advantages not only about finance but also to care for the environment. In the use of e-learning application that

reduced consumption of paper, student and teacher have supported reduce of tree logging as the material to produce the book.

In addition, student and teacher are easier in teaching and learning activities when they used e-learning application than traditional ways. Their consumption of energy are reduced by e-learning application due to less of book and easy to access it wherever and whenever they want. Access to obtain the knowledge not ruled by time and space. It can be progressiveness in education when school and knowledge are not always reached by how many range that able to access. However, reach the knowledge is about desire not range.

3. Providing Good Facilities and Human Resources to Support E-Learning Application

In the use of e-learning application also has weakness technically. There is a limitation of the user in a Wi-Fi network. A lot of student in a little Wi-Fi network was resulting slow speed when access e-learning application and even stop due to overload of users. On the other words, Wi-Fi network depend on their user. E-learning application needs facilities that supporting their performance as the media in teaching and learning.

In addition, indicator of success in the use of e-learning application couldn't be separated from human resources as the operator of this technology. E-learning application can't be operated when the human resource didn't know yet about how to operate it. Hopefully, this research will increase reader about the awareness of digital technology in digital era especially in the development of teaching.

4. Student's Response in the use of Computer-Mediated Communication

Based on the findings in the previous section, the researcher analyzed that the most of students interested with the use of computer-mediated communication through collaborative approach in their learning activities and feel helped with the benefits that offered by e-learning application. It can be seen when researcher conduct the observation and share the questionnaire. The condition while teaching and learning activities was conducive. Computer-mediated communication not only helped them in complete the task or assignment but also

provides "their world" which means that the digital technology is not far from student's routines. Moreover, the existence of computer-mediated communication in teaching and learning activities needed to help the user that involves of teacher and student to communicate wherever and whenever they want.

Student's response in questionnaire also provides the urgency of computer-mediated communication in learning activities due to the benefits. The benefits that offered by computer-mediated communication serves the convenience for student in complete the task or assignment. They can allocate their time to discuss with their friends or asking to the teacher related to the material without aware about the anxiety that refers to copying activity from the textbook or whiteboard into their notebook. Those fact can be seen at their responses in questionnaire. More specific, the researcher divide student's response by the categories as below:

(1) Passion in English language subject

It's clear enough that passion is the basic thing in learning English language, innovations in teaching and learning activities can't be operated maximally without passion to learn. The findings has shown that most of students in X MIA 2 Girls have passion to learn English. It can be seen at first and fifteenth statement that students are happy to learn English language

(2) Collaboration with the peers in understanding the material and solve the problem

As the researcher said in chapter I that the collaboration between student and the peers is about cheating together. The observation and questionnaire already proven that students in X MIA 2 Girls create the collaborative environment in a good way, namely understanding the material and solve the problem together. It can be seen at second, seventh, twelfth, and seventeenth statements.

(3) Student's feeling when create the collaborative environment

After investigate the collaborative environment in X MIA 2 Girls, the researcher also found that most of students in X MIA 2 Girls glad to collaborate in the learning groups. It can be seen at third and sixteenth statements.

(4) The benefits of technology in learning

In this point, the researcher try to obtain student's response related to the benefits of technology in learning that involves of organizing the activities, the convenient atmosphere, and understanding the material by using technology. The researcher found that most of students in X MIA 2 Girls agree with the use of e-learning application in learning English language due to the effects are able to aid them in organizing the activities and emerging the convenient atmosphere in the classroom. They also claimed that e-learning application is able to help them in understanding the material. It can be seen at fourth, tenth, fourteenth, and eighteenth statements.

(5) The efficiency of technology in learning

As the researcher said in the previous explanation that technology is able to reduce the time of student in completing the task. It can be proven at their response about the efficiency of technology in learning. Most of students in X MIA 2 Girls also provide same response that the technology is able to reduce their time in completing the task. It can be seen at fifth and twentieth statements.

(6) The role of teacher as facilitator

The teacher is able to maximizing their role as facilitator. It can be seen at the questionnaire in sixth, ninth, eleventh, and nineteenth statements that the teacher already succeed to be a good facilitator. Students provide their response related to the ability of teacher to support them in understanding the material and also in operating the technology.

(7) The relationship between student and technology

Nowadays, the technology seems couldn't be separated with student in senior high school. It can be proven at student's response in eighth and thirteenth statements that they are able to operating the technology in a good way. It means that students are familiar with the use of technology in their routines.