

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The research aimed to answer one problem statement, it is:

1. The students' perspectives toward the letter friendship activity by using e-mail in writing class at the tenth grade of Sman Banua Bilingual Boarding School.

In this chapter, the description of information based on the perceptual interview questions about the letter friendship activity by using e-mail in writing class will be explained descriptively qualitatively. The result obtained from the analysis of interview about the letter friendship activity by using e-mail in writing class, finally the researcher knows what are the students' perspectives about the letter friendship activity by using e-mail in writing class.

#### **1. The students' perspectives toward the letter friendship activity by using e-mail in writing class**

According to the researcher's observation, there are some aspects which came from students' perspectives toward the letter friendship activity by using e-mail. Perspectives vary from one student to another. The perspective here means that the students have their own opinions about the activity and also the way the students do it. At the beginning of the activity, the students did not know what to do when they asked to write a draft for their virtual friend. The teacher explained the steps for writing letter for several times. Some of the students got the idea and started to writing but some of them still could not realize the goal. The confusion of those students did not last long. After several meeting all students knew the goal of their writing.

#### A) Students' Perspectives About Process of Writing Letters

The students were free to choose the structure and vocabulary which they wanted. The teacher usually gave the students the rules for writing in their usual writing class but that time teacher did not give the specific tenses or vocabularies for writing the letters. Teacher wanted to make students more confident about their own works. Most of the students seemed like more interested because of being free for write their own draft. So, from there the researcher got some students' positive thoughts.

Some of the students got new vocabularies that they did not used before and they earn those vocabularies when they wrote the letters. Even though the teacher asked the students wrote the drafts in English, there were still some students wrote the draft in Bahasa. The students thought that the draft would be translated after they wrote. After that the students tried to write the all letters in English.

Many students told that the whole process of writing their letters is quite interesting. Some of them said writing letters to someone just like writing on a diary. So they could be very sincere to their new friends. Beside these all, some students realized that still have some grammar lacks when they wrote the letters. Sometimes the students tried ask to the teacher for some tenses uses.

The students were quite enjoyed for the process of sending e-mail. Some of the students were not familiar with e-mail and also computer. The students who were still not familiar with keyboard wrote the letter a bit slowly. The students wrote the mails two times, when they wrote on a paper and when they copy to computer. It took much times but on that way the students could check again the letter they wrote and if there were some mistakes, the students tried to fix it all.

#### B) The Students Perspectives about Letter Friendship Activity By Using Email

From all the opinions and experiences below, the researcher wanted to describe benefits and difficulties which the students' expressed.

After all data are collected, they are tallied and classified as they are presented in Chart 1.

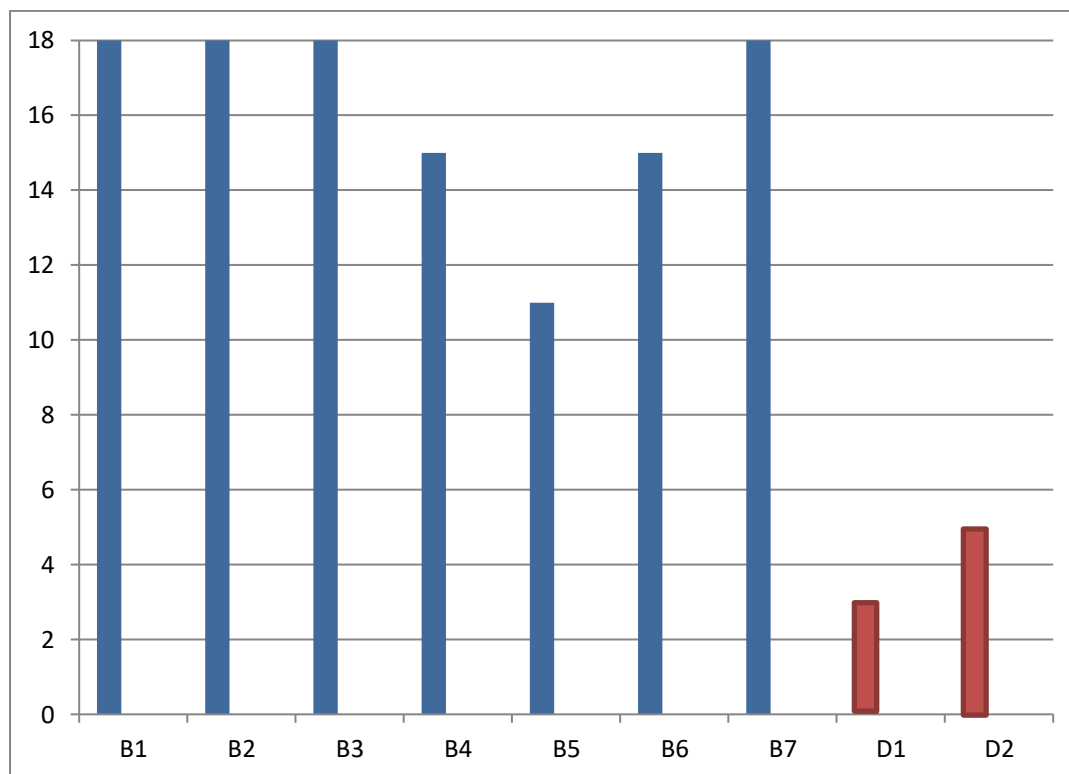


Chart 1. Elicited Perspectives: Benefits and Difficulties

B : Benefit

D: Difficulty

B1: Giving much time to prepare the students writing texts.

B2: Giving the students to have new learning experiences

B3: Enabling the students to have a self reflection

B4: Making students more interest with writing

B5: Minimizing lacks of grammar in writing

B6: Encouraging the students to use technology in learning English

B7: Giving the students opportunity to use e-mail to communicate the other people

D1: Time consuming

D2: Technological deficiencies

According to the students' responses through interview questions, there are many perspectives toward the letter friendship activity by using e-mail in writing class. Students answered the questions by remembering all their own experiences about the activity. The researcher did the interview with the students one by one for avoiding students impress each other.

As the data presented on the Chart 1, students' perspectives divided into two category; benefits and difficulties which the students got from the letter friendship activity. Students explained the side that they saw as beneficial and the side that they saw as challenging. The researcher elicited the headlines and tallied according to the other students' admissions.

The students' thoughts about the letter friendship activity were mostly good and can take as feedbacks . The students considered the activity a chance to improve the students' writing ability. According to Affandi, one of the interviewee, "Letter friendship activity by using e-mail is the best way to improve my writing English with fun. And it can refreshing your mind beside study at school and when I'm doing a self study in the morning and evening." Many of the students believed the activity has improvement on their writing. Thus the students applied the activity seriously.

From the students' perspectives we can see that the letter friendship activity by using e-mail has benefits and difficulties. The benefits, however, are more dominant than the difficulties. Therefore , it can be said that the letter friendship activity by using e-mail is absolutely a good alternative in teaching and learning process. From the students' point of view, this activity does contribute benefits; one of them is providing the students much time to prepare writing thus the students can make drafts firstly. The process of sending letter also provides the students save their time, because the students do not need to spend much time to send and also wait for response by using e-mail. As one of the interviewee, Karmila, responded to interview questions by saying "Using e-mail for sending the letters such a clever

thing. Because e-mail is faster and cheaper than the normal post.” And it counted as a benefit from using email.

The next benefit of the letter friendship activity is it provides the students to experience new teaching and learning activity. One of the interviewee, Aulia Putri Yuliash, said “Using e-mail made me more interested with lesson. It is not just about writing something but it is also about making new friends using funny way”. So according to students, this activity is interesting because it gets them to have an independent friendship which allows them to explore and learn about the other people and adventures. It was easier for them to produce drafts before they asked to something and they have been familiar with what they were going to write.

Other benefit is it helps students to have a self-reflection. In writing class, it is mostly teachers give topic and check the draft the students wrote. Mostly students can not assess themselves. But this activity allows students assess their works themselves and after that the teacher checks and gives feedbacks. One of the interviewee, Karmila, said “It made me remember about lesson when I read my own draft. And also reading my draft and checking my own work before send the e-mail prevent me from making some mistakes.” They also admitted that from their drafts in their e-mail account, the students knew what to maintain and what to improve in speaking after they send the letter.

According to students’ responses, the letter friendship activity by using e-mail made students more interest with writing class. Because they enjoyed with making new friends and also waiting for answer from the new friends. In Sman Banua, the students can not access internet everytime they wanted, the school arranged some schedules for using multimedia lab and also library. So that if the students asked for send e-mail by using internet they just enjoyed that.

The other benefit is the letter friendship activity by using e-mail can minimize the students' grammar lacks. Because when they wrote the letter they wanted to be understood by the new friend so they expected to use the good grammar.

The next benefit of letter friendship activity by using e-mail is that encouraging the students to utilize technology in learning process. It is undeniable that multimedia, and technology play important role in today's life. Some of the students still unfamiliar with computer especially e-mail. The students used their e-mail rarely and some of them admitted before having this activity she have not send an e-mail to real person. They just used the e-mail account as box for promotion messages. After joined this activity they all started enjoy using e-mail and also computer in class.

The data displayed in Chart 1 informs that the letter friendship activity by using e-mail does not only contribute benefits but also difficulties. Three students viewed that this activity was time consuming, and five of them confessed that there are some technological deficiencies during the activity. The students who thought the activity took much time said that sometimes they had to write the drafts two times because they do not write the drafts on computer but on a paper so they had to write it again on e-mail. And also the other students said there are many times technological deficiencies. These lacks be derived from the computer lab's schedule. The students sometimes can not sent the letters at the same time because there are troubles with some computers.

These perspectives inform the writer and all teachers that before starting a class, teachers need to tell explicitly to the students that we need process in learning something. Besides, we also need to highlight that sometimes there will be imperfect situations, facilities and we can figure out these all.

## **B. Discussions**

## **1. The students' perspectives toward the letter friendship activity by using e-mail in writing class.**

This research was conducted to find out the students' perspectives toward the letter friendship activity by using e-mail in writing class. Perspectives that could be present some benefits and difficulties of sending e-mail in writing class. The research that had been done by the researcher indicated that if students' perspectives were positive or not and also those perspectives could be showed up some benefits or difficulties. It could be seen from the chart and findings that showed us students' perspectives. There were positive feedbacks from the students because of the technology's benefits in classroom.

According to previous researches, previous study is a journal article done by Hayati and Gooran (2014), showed that there were a significantly positive relationship between using email and students' writing performance. The research stated that the students' writing ability improved by using the internet technology. As the researcher stated in findings there were students who remarked the writing class became more interesting and enjoyable when the students asked using e-mail. This made the students have positive perspectives and inferences about the activity.

Students' responses also related to the other previous research which done by Belisle (1996), Belisle stated that students became better problem solvers and better communicators. The students who answered the researcher's questions thought the same way. The students believed that they got chance to more communicative with other people and more related with technology in writing class by using e-mail.

As mentioned before there were many positive feedbacks from the students about the letter friendship activity by using e-mail. The previous researches stated the same findings. The most of the students and Belisle (1996) has the same beliefs about usage of e-mail in writing class. As Belisle said that he believes that using net can help learners

create, analyze, and produce information and ideas effectively. And Belisle also said learning can be transferred from old fashioned passive-listening, teacher-centered activities, to an experience of discovery, exploration, and excitement.

Warschauer and Corio had the same idea about the advantages from email to enhance writing proficiency. Warschauer (1996:7-26) said that e-mail has been called "the mother of all Internet applications". And Corio (1995:20-24) stated that Classroom applications for e-mail are limited only by the imagination of the teacher. And also Corio stated that they can be a medium of real communication in the target language, including composing and exchanging messages with other students in the classroom or around the world.

As Hayati stated the previous research that the students' writing ability improved by using the internet technology. But the research also stated that the teachers must know how much time is needed for the course. Allotted time should not be short because using technology in a short time does not result in reliable changes. Teaching materials should be used according to a time scale. As the some of students said that the time consuming for the activity gave the students a bit negative thoughts which could be count as a disadvantages. But on the other hand, some of the students said that they earn much time when they prepared the letter drafts before they send via e-mail.

As some of the students remarked that the activity allowed them to minimizing the lacks of grammar by using this activity by email. This advantage of using email proved in other previous researches too.

From the several students' responses there were an disadvantage for using e-mail. The students told the technological deficiencies made the activity a bit difficult. Because of the students' limited time for access the internet made them hasty for writing the letters. But the other students told this fact did not affected their works at all.



