

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Google Classroom As A Media To Develop Students' Critical Thinking in Writing at Tenth Grade Accountant 1 and 2 of SMKS Bina Banua Banjarmasin.

a. A Sense Of Audience

A sense of audience means the students' writing can influence the reader. In the class situation, students are more likely to discuss the vocabulary given by the teacher in real life than discuss in Google Classroom, it may help them to minimize misinterpretation if they do the discussion on LMS. They are only given an hour to use phone after using LMS, their phones should be collected on teacher's table. Because of the lack of the time so, the students' only have time to write on Google Classroom without leaving a comment to their friends' post.

A sense of audience based on interview is some students are happy if their writings are got comment from their friends because it can develop

their writings, they will be famous, they know their mistake in writing, they will get new information from their friends, they also feel more appreciated if their friends give feedback of their writings, furthermore, by viewing their posting in Google Classroom they have felt happy.

Another answer is they feel normal (not sad nor happy) when someone gives feedback of their writings because there is no influence for the reader. Because of lack of the time to open Google Classroom they rarely give comment (scroll down other's post).

Another question is how to correct a friend's writing in Google Classroom. The first answer is they will discuss it in Google Classroom. The second answer is they like to correct immediately in class room and Google Classroom. The last answer is they like to correct it in the classroom.

The last question is how to influence friends in writing. the first answer is they will write in creative (different from others) way. The second answer is they will take a deeper understanding of their writing. The last answer is they would like to write idiomatic / write another language besides English in their writing.

b. Clarity

Clarity means students' writing which have been posted on Google Classroom to be clearly understood. According to the observation, they have to write every teacher's explanation on their notes, so that they can easily

find words that they need to write on Google Classroom, they are also allowed to open the dictionary. For example in the second meeting they have to write 5 adjectives; Beautiful, Handsome, Big, Small, Brave. Most students have just known the word “Brave”, so they open the dictionary and discuss it with their friends before posting it to Google Classroom.

Clarity based on interview by answering how to make a sentence to be easily understood for the reader, most students answer that they write a simple sentence with their familiar words and usually use in their daily activity by using simple sentence that their circles have already known its meaning it makes to be easier to understand. In addition, it avoids convoluted sentence because of not all students understand English well so that they make a simple sentence which has taught by the teacher.

c. Analysis

Analysis means students’ ability to develop the vocabulary given by teacher to the sentence. Based on observation, every vocabulary which has given by teacher, the students would write it on their notebooks and look it in critical ways, it means they analyse the words to make a good sentence. They also write on their notebooks first as a brainstorming for themselves before fixing it on Google Classroom. They also easily remember the sentence grammatically from their notebooks, it helps them to minimize the time then searching on website.

Analysis based on interview is most students make sentence by sentence in note (phone or books) to develop a topic and they they write it on Google Classroom. In making a sentence they like to write comparison and contrast. Second answer is they like to write something in detail because it helps them to get deeper understanding.

Analysis also includes to understand a sentence grammatically. Many students answer that they learn by themselves and other students answers learn grammar from their lesson that written on notebooks.

The students also get reference of their writings mostly by reading their friends; post in Google Classroom and other students get reference from Google Web and the last answer is they get inspired by they friend by reading their friend's writing.

d. Sequence

Sequence means that consistency in writing. In this study consistent is not out of topic that given by the teacher. The teacher always gives students 5 vocabularies that consist of adjective, noun and verb consistency. The students also write the vocabulary on their notebooks first then they write on Google Classroom in order to sequence sentence.

Sequence on interview to the students is they will understand the words given by the teacher first, so that it is easier to write them into correct sentences. Another answer is in writing to be consistent, usually they find

out their meaning or meaning in advance it will make it easier for them to make sentences. Last answer is in writing, they immediately understand that the vocabulary given must be in accordance with the sentences they make or do not need to look for the meaning and open notes.

e. Selection

Selection in this study means that choosing word to easily to understand the reader. According to the observation, students are allowed to open the dictionary to select the word for their writings, they also open their notebooks, for example last semester they learnt about occupation, so that they do not have to open web search to look for the word about teacher, doctor, etc.

Selection according to interview is in choosing a clear understanding, they usually use sentences or words that the teacher usually uses in the lesson. Another answer is they would like to explore new words in Google search and use it.

Another question is how to make interesting writing and make the reader to leave a comment in Google Classroom. There are three answer, the first is, they will give a fact in reality about their writing. the second is, they will write idiomatic and slang words and the last answer is they will make controversial word to make their friends leaving a comment for them.

f. Best Order

Best order in this study means that originality, the students' writings are authentic. Based on observation, the students write on their notebooks first then they discuss it with their friends whether the grammar should be corrected and from discussing it no one of their friends is doing plagiarism of their writings and because of lack of the time to scrollong their friends' post so they only focus on themselves, and also they have no time to leaving a comment in Google Classroom.

Best order based on interview is about students' writing to be justified (originally based on students' opinion). Most students answer they write based on their thoughts and avoid plagiarism and copy paste. Second question is how to make an interesting writing and reader leaving a comment. Students have 3 different answers. First, in writing students will convey the facts according to the what happens recently. Second, students will write slank and idiom words that related to the topic. Last, in writing students prefer to make controversial sentences so that their friends will leave a comment for them.

g. Group Similiar Points

Group similiar points is quite same with selection, but in students' writings in Google Classroom, the reader only once time to read they have

understood. Students usually take a look on their notebooks or use sentences that usually has taught by the teacher and they discuss it with friends.

Group similiar points based on interview gets 3 answers, the first is they will use simple sentence to make their friends easily to understand. The second, they will use sentence or select words that is already used by teacher. And the last is they will use simple sentence that is already used in daily activity.

Another question is how to make a sentence grammatically get 3 answer. The first answer is, they would like to read a friend's writing and then they modify it. The second answer is, by teacher's explanantion. The last answer is, by reading book and other references.

h. Signposting

Signposting based on Cottrell (2005,p.169) in critical writing, it is not usually acceptable to use graphical means to highlight important points. Critical writing avoids methods such as using italics, enboldening text, capital letters, larger font, colour or arrows to make important points stand out.

Instead, it relies on good sequencing and use of language to signpost the reader through the line of reasoning. The students were asked to write a simple sentence, otherwise signposting is purpose to profesional writer who writes academic writing, article, etc. So that, the researcher sis not take this point at her study.

There are three answers if they are in argument (expert in writing) the first one is, they will use a sign such as, comma (,), quotes (“). The second answer is, they immediately write it without taking any sign. And the last answer is in writing they are a beginner so they are have not unserstood yet.

2. Teacher’s Perception in Using Google Classroom As A Media To Develop Students’ Critical Thinking in Writing At Tenth Grade Accountant 1 and 2 of SMKS Bina Banua Banjarmasin

The researcher asked some questions about teacher’s opinion in using Google Classroom. She teaches students to develop their critical thinking by giving an excersise in her classes during using smartphone (Google Classroom) for instance; the teacher asks students to write 5 sentences based on 5 key words (vocabulary) in part of speech. Then the to know that students are able to think critically; the first of the student's activeness in the teaching and learning process in class, if students are able to think critically then they can accept and understand the lessons which have been given before. The second, teacher also checks Google Classroom regularly to see which answers are imaginative and varied in composing sentence.

Teacher also does not use brainstorming to start writing lessons because the vocabulary she gives is random or does not appear in the lesson

so it is like brainsorming for them. In inrtoducing this Learning Media System to the students is easy for the teacher because she has used Google Classroom for two semesters. The teacher has known Google Classroom since 2019 and used it since then.

The teacher's way to overcome the shortcomings in this Learning Media System is, for example, there are some students who do not have internet data or the low battery can be sharing with friends or alternately using a cellphone then their friends will upload their posts.

According to the teacher, Google Classroom is very evectorive as a Learning Media System beacause she can share assignments from home, so that teaching and learning process is not only face-to-face. Moreover, Google Classroom facilitates her work to correcting students' assignments because Google Classroom divides students based on their classess and majors so that Google Classroom is more practical then using another Learning Media System.

B. Discussions

1. Google Classroom As A Media To Develop Students' Critical Thinking in Writing at Tenth Grade Accountant 1 and 2 of SMKS Bina Banua Banjarmasin.

a. A Sense Of Audience

In the question how are students' feeling if their friends leave a comment on their writings in Google Classroom. Many students answer they are happy if their friends leaving a comment, other students answer if their friends' comment was not influence their feelings anymore and last students are sad if their friends leaving a comment to them.

Based on the Cotrell's theory (2005, p.167) stated that a good critical writing always keeps its future audience, or readers, in mind. However, based on the observation there are no students leaving a comment on their friends' post in Google Classroom eventhough the teacher asks them for giving a comment to their friends.

b. Clarity

Clarity in this study means that the writings' that have been posted in Google Classroom is easily understood. Students do not find any difficulties while writing because they were asked to write in a simple sentence and were allowed to open dictionary.

So that, the reader can understand their friends' writing and discuss it in the class. It is a good way to teach the students to open dictionary and discuss the lesson with their friends. According to the theory Cotrell (2015,p.168) critical thinking should aim to be clear as is possible.

c. Analysis

In the question how to develop a topic to be a good sentence in Google Classroom. Students' answer are, first, students only write one topic in one paragraph, it means they only discuss about its topic in detail. Second, students make comparison and contrast sentence. Lastly, students only write about phenomenon in chronological way.

However, in the observation in the Google Classroom students are asked to write one sentence based on the vocabulary that is given by the teacher. For instance the vocab is "Brave", the students write, "Laili is a brave girl." So, students' answers are inappropriate in Google Classroom. But, in the students' answer might be correct if students are asked to write in the book because the teacher gave two writing activities in one meeting.

d. Sequence

Sequence means that consistency in writing, in this study consistent is not out of topic given by the teacher. The teacher gives 5 vocabulary based on the parts of speech. In a theory chapter two Cotrell (2015,p.168) stated a good critical writing is planned out well so that the most important

points stand out clearly. It appropriates with theory and in the field because the students are given 5 vocabulary and they make it to the sentences.

e. Selection

Cotrell (2015, p.168) selection in this study means that how to choose a sentence or a word to be understood by the reader. In the observation and in the interview the students are allowed to open the note and dictionary. It makes them find simple words to be understood by their friends. But, in the question how to make an interesting writing and make the reader leaving a comment in Google Classroom, their friends still do not give a comment for them. Many students think that they are too afraid for giving a comment.

f. Best Order

Best order in this study is based on the theory in chapter 2, Cotrell (2015, p.168) means that how the writers' make an original writing based on their ideas and how to make an interesting writing. In the observation and the interview students answer they will write references in their writing but, in the fact they do not write the references because the assignment was simple and they can create their own writing easily.

Another answer they will write the facts and write based on their opinion to avoid plagiarism. In the observation, they write based on their

ideas to avoid plagiarism after discussing with friends and asking the teacher about their writing. Second question is how to make an interesting writing and the reader will leave a comment and their answer is in the writing they will say the facts for instance they are asked to make a sentence about occupation and the vocabulary is “teacher”, so they write, “Mrs. Istiqomah is a teacher”. Another answer is they will write slank and idiomatic sentence and make controversial sentence. But, in the fact they only write a simple sentence of vocabulary. Slank, idiomatic and controversial sentence are too difficult to them.

g. Group similar points

Group similar points in this study means that how to make the readers understand students’ writings by reading only once times and how to make a sentence grammatically.

The first question is how to make students’ writings easily to understand even by reading once times the students’, they will use simple word and sentence in their daily life so their friends will understand.

In the fact it is true that the students write simple word and sentence because they have just learnt to make a sentence in english (some senior high schools did not give the students assignment like that). Another answer, they will write the vocabulary that usually Mrs. Istiqomah uses in the English class so that they can spend more time to do another task.

Second, question was how to make a sentence grammatically. Students' answers are first, by the teacher's explanation and by reading books and other references. The fact was true because students are often asked to write the lesson on their notebooks and some students get correct vocabulary by reading English caption on instagram and twitter and they remember it.

h. Signposting

In the question if the students become expert in writing what is the sign that they are in the argument. There are three answers if they are in argument (expert in writing) the first one is, they will use a sign such as, comma (,), quotes (“). The second answer is, they immediately write it without taking any sign. And the last answer is in writing they are a beginner so they are have not unsertood yet.

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Malim (1994, p.36) one of source information is exteroceptors, which provide information about our external environment and consist particularly of our senses, sight, hearing, touch, taste and smell.

In this study, perception is how teacher's point of view of using Google Classroom by the question how does the teacher know if the student could have critical thinking, how to teach students in writing to develop their critical thinking. The teacher tells her opinion about using Google Clsroom during teaching and learning process. The teacher is monitoring class situation and check students' writing in Google Classroom. Based on the teacher's perception, Google Classroom is very eective as a Learning Management System beacause she can share assignments from home, so that teaching and learning process is not only face-to-face. Moreover, Google Classroom facilitates her work to correcting students' assignments.