

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

In this chapter the researcher discusses about the finding of the research. The finding presents about what the researcher found during the research. The researcher collect the data from observation, interview and documentation which are discussed based on theory in the previous chapter and the research problem.

A. Research Findings

In this research, the researcher explained about how does the teacher use WPS in teaching Students' writing skill at the third grade of MTS Al-Amien Branta Pesisir in 2024 academic year and how the students response toward the usage of WPS as media to practice writing at the third grade for MTS Al-Amien Branta Pesisir.

1) **The Use WPS in Teaching Students' Writing Skill at the Third Grade of MTS Al-Amien Branta Pesisir in 2024 Academic Year.**

Based on the result of observation, interview, and documentation by the researcher. In this section the English teacher prepared herself in conducting teaching writing proses using WPS in teaching Students' writing skill at the third grade of MTS Al-Amien Branta Pesisir in 2024 academic year. For more detailed the teaching learning process would be describe as follow:

a. **First Meeting**

The researcher started observing on May 15th 2024. On Wednesday 09.00 to 09.45. When the researcher arrived in the classroom, the students seemed ready to take part in the teaching and learning process.

Then the researcher took a place in the middle row behind to record and

take pictures during the teaching and learning process. There the researcher is only an observer, the teacher is the one who conveys learning material to students. When the lesson started, the first time the teacher explained the learning material about short story that had been prepared beforehand to third grade students at MTS Al-Amien Branta Pesisir, there is the lesson plan used by the teacher at the first meeting.

The steps of the teaching and learning process will be explained by the researcher as follows.

1) Pre-Teaching

The first activity in the teaching and learning process in class. In this section have some activities done by the teacher in third grade.

The steps taken by the teacher are follows:

- a) Teacher gives greets and invites students to pray together.
- b) Teacher checks students' attendance.
- c) The teacher tells students about the material that will be studied.
- d) Teacher increase students' motivation in facing the learning that will be taught.
- e) The teacher disturbs the class atmosphere so that students can be well conditioned.

2) Whilst-Teaching

In this second activity, in the teaching and learning process in class, there are several activities that have been carried out by the teacher. First, the teacher explains about examples of short story

with the title “Daily Activities” by using WPS. This is used by teacher to determine the level of writing in students and aims to make students active in writing during the teaching and learning process. So that it makes it easier for the teacher to convey the material. The steps taken by the teacher are as follows:

- a) The teacher explains the steps of the learning activities that will be taught.
- b) The teacher creates groups containing 3-4 people in 1 group and convey the objectives to students.
- c) Teacher briefly introduces WPS as a powerful tool for writing and editing documents.
- d) The teacher explains the importance of good writing skills in academic and personal contexts.
- e) The teacher shows the main features of WPS Office using a projector:
 - i. Open a new document.
 - ii. Basic text formatting (font size, size, bold, italics, bottom line).
 - iii. Save and open documents.
- f) In groups, the teacher asks students to practice creating new documents in WPS.
- g) In groups, the teacher asks students to write short paragraphs about daily activities, focusing on clear and coherent sentences.

- h) In groups, the teacher asks students to write short paragraphs about *daily activities*, focusing on clear and coherent sentences.
- i) In groups, the teacher asks students to summarize what they learned from writing that focuses on the content and use of WPS.

3) Post-Teaching

In the last activity in the teaching and learning process in class, the teacher gives conclusions about the material that has been presented. This will be explained in the following steps:

- a) The teacher checks the progress of students' work.
- b) Students and Teacher summarize the learning outcomes at the meeting that day.
- c) The teacher asks students about difficulties during learning.
- d) The teacher provides solutions if there are problems during learning activity.
- e) Students and Teacher pray and say closing greetings.

In this research, when observing the researcher only observed during the teaching and learning process taking place in classroom. At the activity mentioned above is the first meeting that the researcher got from the results of observations that have been made. Based on the observational data obtained, the teaching and learning process in the class went well because students felt interested and

happy with the material provided by the teacher. Students can understand the use of WPS which carried out by the teacher.

b. Second Meeting

In this research, the second observation was carried out on Wednesday, May 22th, 2024 09.00-09.45. At the second meeting, the teaching and learning process in class was carried out differently from the first meeting, namely the teacher discussed the lesson in the previous meeting. Next, the teacher gives some questions to students to answer. The questions given are still related to the text that was previously studied. It aims to be able to train and assist students in writing skill for the second meeting.

The results of the observation from second meeting can be explained as follows:

1. Pre-Teaching

The first step in the learning process is the teacher preparing the class before starting the lesson. This meeting was the same as the previous meeting. The steps are as follows:

- a) Teacher gives greets and invites students to pray together.
- b) Teacher checks students' attendance.
- c) The teacher tells students about the material that will be studied.
- d) Teacher increase students' motivation in facing the learning that will be taught.

- e) The teacher disturbs the class atmosphere so that students can be well conditioned.
- f) The teacher tests students' memory with several questions related to the material at the previous meeting.
- g) The teacher provides input regarding the assignments that students have completed at the previous meeting.

2. Whilst-Teaching

The core activities in the teaching and learning process in the next class will be explained below as follows:

- a) The teacher pays attention to students who help each other in completing assignments at the previous meeting for continued as a complete article at the meeting that day.
- b) The teacher asks students to pay attention to the explanation to create a story about daily activities from the drafting process at the previous meeting.
- c) The teacher introduces another aim of this session to study advanced writing techniques and features in WPS.
- d) The teacher shows the features using examples of advanced documents with:
 - i. Bullet points and numbered lists to organize information.
 - ii. Insert images to support writing.
 - iii. Use headers and footers for document structure.
- e) Teacher provide handouts detailing these advanced features.

- f) The teacher asks students to write a short essay on a specific topic (for example, "The importance of healthy eating").
- g) The teacher encourages them to use bullet points or numbered lists to outline their main points.
- h) In groups, the teacher asks students to summarize the structure content and effective use of the WPS feature.

3. Post-Teaching

This is the last activity in the teaching and learning process carried out by the teacher in class. This will be explained as follows:

- a) The teacher provides conclusions and evaluations of the learning material that has been carried out.
- b) The teacher ends the lesson by asking students to pray together before going home.
- c) The teacher closes the lesson by greeting.

Based on the observational data that has been carried out by researcher at this second meeting, learning can run smoothly and well. This is because the teacher really pays attention to his students by guiding and training them in writing skill of short story and essay texts so that they can easily understand them.

To support the result of observation, researcher also did interview with teacher at third grade of MTS Al-Amien Branta Pesisir about how to use WPS. The researcher conducted the interview on Wednesday 15 May 2024 at 09.45 am. In the interview, the researcher asked to the teacher about the

use of WPS at third grade of MTS Al-Amien Branta Pesisir. The teacher said:

“In using the WPS application itself, I usually apply it when students will learn more about writing. In an effort to improve students' writing skills by using WPS, the school provides tablets equipped with the WPS application to help them write directly on the WPS application without the need to bother bringing cellphones from their respective homes. In the application of this application, students will be asked to open the WPS application on their respective tablets, after which the teacher will provide material in the form of making story texts in English, then students are directed to be able to write story texts directed in the WPS application. After the writing is finished, the teacher will check the work of each student and assist students in correcting their writing if there are errors. By using this application in students' writing activities, then I hope they will prefer to create written works by using this application because of course it can provide convenience in the writing process itself.”

Based on the interview with the teacher above, it is evident that the use of the WPS application is integrated into the writing curriculum to enhance students' writing skills. The provision of tablets equipped with the WPS application eliminates the need for students to bring their own devices, thereby ensuring equal access for all students. During writing sessions, students use the WPS application to create story texts in English, guided by the teacher's instructions. This method not only streamlines the writing process but also allows for immediate feedback and correction from the teacher. The teacher hopes that by using the WPS application, students will find the writing process more convenient and engaging, ultimately leading to an improvement in their writing abilities.

The teacher also stated that using WPS can support and improve the learning process, as she said:

“I think WPS can support and improve the learning process for students here because students can write short story about daily activities and also the students are very enthusiastic about using this application. However, before the explanation, students easily got bored of studying. Apart from that, students had difficulty write and felt lazy when asked to write without any explanation before. Therefore, in my opinion, this application really helped me in improving the learning process.”

Based on the interview with the teacher, it is evident that the WPS application significantly supports and enhances the learning process for students. Therefore, the WPS application is an effective tool in enhancing student motivation, engagement, and writing skills, thereby improving the overall learning process.

2. The Students’ Responses Toward the Usage of WPS as Media to Practice Students’ Writing Skill at the Third Grade for MTS Al-Amien Branta Pesisir.

There are many media to teach writing. They can be alternative in teaching and learning process. It can be found by teacher or students who used this media. In this section the researcher would explain about the finding of interview among the researcher and students in responding about the usage of WPS in teaching students’ writing skill at the third grade of Islamic junior high school Al-Amien Branta Pesisir.

Students' responses towards the usage of Word Processing Software (WPS) as a tool can vary based on their experiences, preferences, and needs. Here are some typical responses students might have:

a. Positive Responses

- 1) Many students appreciate the convenience of using WPS for typing and formatting assignments. It allows for easy editing, spell-checking, and formatting options that can save time and effort.
- 2) WPS is widely available on various devices, including computers, tablets, and even smartphones, making it accessible for students to work on their assignments from anywhere.
- 3) Features like track changes and comments make it easier for students to collaborate with peers and receive feedback from teachers.
- 4) WPS often integrates with cloud storage services, enabling students to access their documents from multiple devices and ensuring their work is backed up.

b. Neutral Responses

- 1) Some students might be neutral about WPS because they are accustomed to using it for basic tasks but might not explore its more advanced features.
- 2) While many appreciate its basic functionalities, some might find it lacking compared to more specialized software for tasks like graphic design or data analysis.

c. Negative Responses

- 1) For some students, especially those unfamiliar with advanced features, WPS can seem overwhelming or overly complex.

- 2) There is a concern among some educators and students about over-reliance on WPS, potentially hindering development of fundamental writing and editing skills.
- 3) Occasionally, students may face issues with file compatibility when sharing documents with others using different software versions or platforms.

d. Alternative Preferences

Some students may prefer alternative software or tools for specific tasks, such as LaTeX for scientific writing, Adobe InDesign for layout design, or Google Docs for real-time collaboration.

Overall, students' responses towards WPS as a media tool are diverse and influenced by factors such as their familiarity with the software, specific needs for their assignments, and their overall comfort with technology.

Interviewees stated positive opinion toward the WPS as media practice writing because it helps them to get correction or feedback from other people who see their writing so that they can learn each other, this statement can be found from interviewees, she said:

“Positifnya, jika kita mempraktekkan tulisan kita di WPS kita bisa saling belajar dengan teman kita yang mengoreksi tulisan kita.”¹

In English:

¹ Feni Elviatus Shofa, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

“It is positive, if we practice our writing in WPS we can learn each other with our friends that correct our writing.”

Besides getting correction or feedback, the ninth interviewee also stated that she can learn more writing when using WPS as media to practice writing, he said:

“Menurutku ini positif, kita bisa belajar menulis dan mendapat masukan dari orang-orang.”²

In English:

“I think it is positive, we can learn writing and getting feedback from people.”

Based on interview that related with Students' opinion toward the usage of WPS as media to practice writing at the third grade of MTS Al-Amien Branta Pesisir, most of the students who used WPS as media to practice writing stated positive opinion because they think WPS can help them to practice, besides they also stated that using WPS as media to practice writing can add new vocabulary indirectly, another reason is getting feedback from other people who use the WPS.

Interviewees stated that WPS is good media to practice writing because it can give their friends or people an opportunity to correct and share feedback to them directly related with their writing, this statement can be found from other interviewers, they said:

“Iya, media yang sangat tepat untuk melatih dan meningkatkan kemampuan menulis, selain itu kita bisa memperlihatkan tulisan

² Moh. Farhan Alfarizi, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

kita dan teman-teman bisa melihatnya secara otomatis sehingga sobat bisa memberikan umpan balik yang korektif.”³

In English:

“Yes, it is very appropriate media to practice and improving writing skill, besides we can show of our writing and my friends can see automatically so that my friends can give corrective feedback.”

Other Interviewees stated other reasons dealing with WPS as good media to practice writing. They said that they improve their writing skill by writing English little by little in WPS, this statement can be found from other interviewers, they said:

“Cocok untuk diterapkan, karena menulis sedikit demi sedikit sehingga ada ide yang kita pikirkan untuk diperluas.”⁴

In English:

“Appropriate to be applied, because of writing little by little so that there are ideas that we think to be expanded”

The first interviewee stated that WPS can be media to learn and share about English to other people, it became his reason to say that WPS is good media to practice writing, he said:

“Iya, itu bagus karena orang lain bisa merasakan dampaknya sehingga kita bisa saling berbagi dan bisa meningkatkan kemampuan bahasa Inggris saya.”⁵

In English:

³ Najmi Hidayat, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

⁴ Sitti Aisyah Suhartini, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

⁵ Muhammad Ferdi Argananta, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

“Yes, it is good because other people can feel the impact of it, so that we can share each other and it can improve to my English.”

The seventh interviewee also stated that WPS is good media to practice writing, he said:

“Iya memang pantas, tergantung keinginan dan usaha kita untuk memaksimalkannya.”⁶

In English:

“Yes it is appropriate, it depends on our desire and effort to maximize it.”

While, the tenth interviewee stated that WPS is not good enough media to practice writing because it has many feature in WPS that make confused, as she said:

“Tidak, tidak baik jika saya membuat cerita dengan paragraf yang panjang karena banyak fitur yang membuat saya kebingungan.”⁷

In English:

“No, it's not good if I make a story with long paragraphs because there are many features that make me confused.”

Based on interview that related with do students think that WPS is good media to practice writing, most of the students who used WPS as media to practice writing stated that WPS can be good media because they think by using it as media to practice writing can give their friends or people an opportunity to correct and share feedback to them, besides it can be media

⁶ Moh. Adil Yusuf, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

⁷ Salwa Putri, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

to learn and share about English to other people, other reason to upgrade writing skill by writing English little by little in WPS. But, there is another student stated that WPS is not good media to practice writing because she feels uncomfortable to write long English caption in WPS.

Interviewees stated that like using WPS as media practice writing because they can write anything what they want by using English and also get direct feedback related with their, this statement can be found from other interviewers, they said:

“Saya suka latihan menulis menggunakan WPS karena ini adalah hobi saya, dengan aplikasi itu saya bisa menulis dan membagikan apapun yang saya inginkan. Dengan berlatih menulis di aplikasi itu, ada feedback koreksi langsung dari orang lain yang melihat kesalahan pada tulisan saya sehingga tulisan saya bisa diperbaiki.”⁸

In English:

“I like practice writing using WPS because it is my hobby, by that application I can write and share anything what I want. By practicing writing in that application, there is corrective feedback directly from other people who see a mistake in my writing so that my writing can improve.”

That statement also related with the sixth interviewee that stated she get feedback from other people who see her writing, as she said:

“Iya, aku suka karena aku bisa melatih kemampuan menulisku terutama di bidang Grammar, terkadang ada masukan yang aku dapat dari orang lain seperti koreksi, dan itu membuatku semangat untuk melakukan yang terbaik di masa depan.”⁹

⁸ Najmi Hidayat, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

⁹ Salwa Putri, The Third Grade of MTS Al-Amien Branta Pesisir, *Direct Interview* (May, 15th 2024)

In English:

“Yes, I like because I can practice my writing skill especially in Grammar, sometimes there is feedback that I get from other people such as correction, and it make me spirit to do my best in the future.”

Based on interview that related with do students like to use WPS as media to practice writing, most of the students stated that they like to use WPS as media to practice writing because students can write anything what they want by using English and getting direct feedback from the viewrs, besides it can be media to learn and share about English to other people.

B. Discussion

In this section, the researcher is going to explain about how the teacher used WPS in teaching Students' writing skills at the third grade of MTS Al-Amien Branta Pesisir in 2024 academic year and how students' responses about it with the data that was discussed in the previous section using the theory which was discussed in chapter II.

1. The Use WPS in Teaching Students' Writing Skill at the Third Grade of MTS Al-Amien Branta Pesisir in 2024 Academic Year.

Based on the observation conducted, the researcher found that the most students' writing fulfilled the elements of good writing when reviewed from the perspectives of purpose, audience, and clarity. However, some students' writing did not fulfill the element of good writing in terms of unity and coherence. It related with the statement by Keith, Elina, and David, who

identified five essential elements of good writing, it consist purpose, audience, clarity, unity, and coherence.¹⁰

The teacher who used WPS as media to practice writing used some process to write their English in WPS. This process is begun by finding or looking for the idea that will be written, then the teacher ask to the students write the idea that comes in their mind directly in WPS and before writing it, they will correct their writing that consist some aspects such as the content, grammar and punctuation. It related with Alice and Ann statement who said that writing has four steps, these steps are prewriting, organizing, writing, and polishing.¹¹

Based on the observation conducted, the researcher found that WPS is an abbreviation for writer, presentation, and spreadsheets, an application that has several services such as writer, spreadsheet, and presentation. Before using the name WPS, this application was called Kingsoft Office. In this application we can create learning media diverse. By using the attractive WPS Application media, it is hoped can make students motivated and more easily absorb the learning material delivered by the teacher. It related with Suharyanti statement who said that WPS can be available in the writing learning process.¹²

¹⁰ Keith, Elena, & David, *Great Writing 3: From Great Paragraphs to Great Essays* (Great Writing, New edition), (Boston, Mass: Heinle, Cengage Learning, 2014), 40-57.

¹¹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, (New york: Pearson Education, 2007), 15-18.

¹² Suharyanti, *Pemanfaatan Aplikasi WPS dalam Meningkatkan Minat Belajar Siswa*. (Yogyakarta: Lentera Ilmu, 2021), 2.

In other words, WPS is also a collection of office applications that provide solutions for creating, editing and managing various types of documents, including presentations, spreadsheets and text documents. WPS offers the same or more complete features compared to Microsoft Office, and can be used on various platforms, such as Windows, macOS, Linux, Android, and iOS. This application help users complete office tasks effectively and efficiently.¹³

Based on interview with the teacher, several insights have emerged regarding the use of the WPS application in teaching writing skills. Teacher has noted that the convenience and accessibility of the tablets equipped with WPS make it easier for students to focus on writing tasks without the distractions that might come from using their personal devices. The structured approach of having students write story texts in English using the WPS application has been particularly effective. Teacher observe that students are more engaged and less likely to lose their work, given the auto save feature of the application. The WPS application also is an effective tool in enhancing student motivation, engagement, and writing skills, thereby improving the overall learning process.

This study observed using WPS in students' writing skill at third grade of MTS Al-Amien Branta Pesisir. Observations were made at two meetings on May 15 and May 22, 2024. Teacher use WPS in teaching students' writing skill. At the first meeting, the pre-writing stage involves

¹³ Akhdan, Masagus Abdullah, and English Education. "*The Effectiveness of Wps Application on Smartphone in Helping Student's During Pandemic Era*", 53.

the teacher opening the class with greetings, prayers, attendance, and ice-breaking and explaining new material and steps of WPS application. In the writing stage, the teacher divides students into groups, describes the material, ask them to write and discuss it, and then presents it to their respective groups. The second observation at the next meeting showed continuity in using WPS. The teacher explains the features of WPS, asks students to open the new document, discusses it in groups, and summarizes it independently.

The suitability of the research findings with the theories of Tiernan Peter, confirms the effectiveness of the using WPS in teaching students' writing skill still, in the results of the researcher's observation of the use of WPS by third grade of English teacher at MTS Al-Amien Branta Pesisir, the teacher provides a range of formatting tools and templates that help students learn how to structure documents properly. This is because the English teacher can access WPS that can be a valuable tool in teaching students' writing skills due to its robust features and user-friendly interface.¹⁴

Based on the results of the first and second observations, the steps the teacher followed to use WPS are the same overall. However, in the second observation, the teacher explains a new features, like in the previous meeting. This is because the teacher wants to measure students' ability to apply the knowledge they learn about the WPS application.

¹⁴ Tiernan, Peter. "Enhancing the learning experience of undergraduate technology students with LabVIEW™ software." *Computers & Education*, (2010), 1-3.

The researcher concluded that the use of WPS in writing skill, as observed in a study at the third grade of MTS Al-Amien Branta Pesisir, effectively improves students' writing skill. The stages in the application, by existing theory, are proven to help students understand the application by focusing on the features as a whole. Thus, using WPS can be valuable in improving students' writing skills.

2. The Students' Responses Toward the Usage of WPS as Media to Practice Writing at the Third Grade for MTS Al-Amien Branta Pesisir.

The third grade students of MTS Al-Amien stated that they like to use WPS as media to practice writing. They said that by using WPS as media to practice writing their writing story can give corrective feedback to them dealing with their English writing in WPS. In addition, they also said that anything what they want to write by using English it can be done in WPS such as writing about daily activity, feeling, and film. Besides, WPS can be another online media to help students in learning process because students used WPS as media to learn and share about English. Meanwhile, the third grade students also like to use WPS as media to practice writing because they think that it can add new vocabulary.

Based on students' statement that was collected from interview, the researcher found that they give positive responses dealing with the usage of WPS as media to practice writing because they like using WPS to practice their writing. It related with Asmaul husna who stated that someone's

response can be positive form that make individual like or come near to the object or negative form that make individual avoid the object.¹⁵ In this case, students enjoy and do not hesitate to stay away from this activity, so that it shows positive response related with the usage of WPS as media to practice writing.

Positive response that was stated by the third grade students dealing with the usage of WPS as media to practice writing belong to kind of reliable response that was looked based on sense because students give response that is in positive form by practicing writing English in WPS as their experience. While, if the response is looked based on occurrence, it belong to kind of memory response because students give response that is in positive form by remembering their English writing in WPS. Students' positive responses also belong to kind of object response that was looked based on environment because students give response that is in positive form by reacting object which is their English writing in WPS. It related with Agus Sujanto statement who stated that there are kind of responses, including:

- a. Response based on senses
 - 1) Auditive response, it is response to something that has been heard.
 - 2) Visual response, it is response to something that has been seen.
 - 3) Reliable response, it is response to something that has been experienced.

¹⁵ Asmaul Husna, *Respon Wali Murid Terhadap Peran Muhammadiyah Dalam Mengembangkan Pendidikan*, (Jurnal Online Mahasiswa Fakultas Ilmu Sosial dan Ilmu Politik Universitas Riau, Vol. 5, No. 1, April 2018), 7.

b. Response based on occurrence

- 1) Memory response, it is response to something that has been remembered.
- 2) Fantasy response, it is response to something that has been imaginable.
- 3) Mind response, it is response to something that has been thought

c. Response based on environment

- 1) Object response, it is response to object
- 2) Word response, it is response to word.¹⁶

It can be concluded that there are 3 kind of responses in teaching students' writing skill at the third grade of MTS Al-Amien Branta Pesisir. The first, Response based on senses. Second, Response based on occurrence. Third, Response based on environment.

¹⁶ Agus Sujanto, Psikologi Umum, (Jakarta: Bumi Aksara, 2001), 32.