CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents data analysis and discussion of findings in order to answer the question in the research problem. In finding, the researcher discusses and describes the process and the steps of collecting data and data finding. Then in discussion, the researcher concludes the finding of the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment in CALL 2 course at UIN Sunan Ampel Surabaya.

A. Research Finding

After the researcher analyzed the data using assessment rubric, the researcher presents and displays the result clearly in this research finding. The researcher displays the result in table form clearly. The researcher got sixty three students' opinion in each topic, and there are three topics in this study. So, the researcher analyzed 189 students' opinion on Schoology by using assessment rubric. The result of the analysis is explained in the table 4.1 of recapitulation of the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment.

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Topic 1

No.	Students' Ability	Score			
		1	2	3	4
1	Students' ability in writing thesis statement	-	2 students	36 students	17 students
2	Students' ability in showing & supporting opinion	-	2 students	53 students	-
3	Students' ability in meaning (ideas & information)	-	-	-	55 students
4	Students' ability in writing conclusion	44 students	-	10 students	1 student
5	Students' respond ability	20 students	5 students	13 students	17 students

Topic 2

No.	Students' Ability	Score			
		1	2	3	4
1	Students' ability in writing thesis statement	-	2 students	13 students	43 students
2	Students' ability in showing & supporting opinion	-	2 students	26 students	30 student
3	Students' ability in meaning (ideas & information)	-	-	7 students	51 students
4	Students' ability in writing conclusion	47 students	-	6 students	5 students
5	Students' respond ability	17 students	18 students	13 students	10 students

Topic 3

No.	Students' Ability	Score			
		1	2	3	4

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1	Students' ability in writing thesis statement	-	2 students	14 students	41 students
2	Students' ability in showing & supporting opinion	-	-	4 students	53 student
3	Students' ability in meaning (ideas & information)	-	1 student	-	56 students
4	Students' ability in writing conclusion	57 students	-	-	-
5	Students' respond ability	28 students	28 students	1 student	-

Table 4.1

1. Finding of students' ability in writing thesis statement

In all of the topics, the number of students who got score (2) is only two students in each topic, the students stated thesis statement contains adequate explanation of the topic but is vague. The first topic is about "Nettiquette", and the question is *"Do we need Nettiquette? Why?"* and this is two examples of the students' opinion on Schoology's comment who got score (2) in writing thesis statement in the first topic, *"we do Netiquette yes, sure because it is very help our human in this communication"*, the other student's comment is *"I am sorry I don't know about this assignment Nettiquette. But I try to explain about Nettiquette is how we communication in media as internet. Now days Nettiquette is important for us make easy communication to each other"*. In the first opinion, student did not state thesis statement, the student only

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answer the question. The second opinion, student stated thesis statement contains adequate explanation of the topic but is vague, because the student only addresses the topic sentence that is about Nettiquette but student did not give more explanation or did not include the critical aspects about the topic. That is why both comments above are vague. The students only answer the question, they did not give more logical reasoning about the topic and that makes the readers cannot catch the writer's point of view.

The second topic is about "Technology in Education", and the question is *"why should we integrate technology into education? And what might be the negative impact of technology in learning? Support your responses by providing links to websites, journal articles, online videos, audios, podcast, or newspaper articles, etc."* And this is two examples of the students' opinion on Schoology's comment that got score (2) in writing thesis statement in the second topic; the first opinion, *"Educational technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspective for their effective application"*. The student stated thesis statement and it is expressed in one sentence only. The student's opinion contains adequate explanation of the topic but is vague, because

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the comment only show the definition of educational technology, this student's opinion did not answer the question. The example of second opinion is, "*why should we integrate into education? Because in the modern era. There education is not only applied in classical methods. The negative impact of technology in education actually we find in our life.* The researcher cannot find the thesis statement in this comment because this comment is only show the answer of the question. Besides that, the student needs to give more explanation about the answer of the second question.

The third topic is about "Teaching Integrated Language Skills: A Webquest Activity", and the question is "*In terms of language learning, what do the students benefit from this Webquest activity? Support your opinion with links to resources such: web pages, journal articles, info graphic etc!"* and this is two examples of the students' opinion on Schoology's comment that got score (2) in writing thesis statement in the third topic: the first opinion (*see appendix students' comment written by Siti Magfirotun Hs*), the writer stated her thesis statement, but this student's comment is not good because there are too many sentences which the writer do not need to include on Schoology comment, it makes the readers confuse and cannot catch what the writer want to say in this opinion. The second opinion is, "*Webquest activity giving some benefit*

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for students, such as; students can reflect their own metacognitive process, they can contribute their learning skill to the real world of learning". The researcher thinks that this comment is only answer the question, and do not stated the thesis statement.

The researcher finds thirty six students in first topic, thirteen students in second topic, and fourteen students in the last topic who got score (3) in writing thesis statement contains an explanation of the topic, addresses topic sentence, but exclude the critical aspects about the topic. One of the examples of students' opinion on Schoology's comment in writing thesis statement in first topic is *"Yes, we absolutely do. Because once we are holding a conversation online, we only interpret what people have written without considering their body language, culture's background even their upcoming problems. Thus, this Nettiquette rules will prevent us to reduce a social blunders which commonly happens in online communication"*. The students stated a well thesis statement, contain an explanation of the topic, addresses the topic sentence, but need a little more critical aspect about the topic.

Moreover, there are seventeen students in first topic, forty three students in second topic, and forty one students got score (4) in third topic. One of the examples of students' opinion on Schoology's comment in writing thesis statement in the last topic is (*written comment by*

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Hayatun Nufus), the student write a well-stated thesis statement contains well-defined and thorough explanation about the topic, addresses the topic sentence, and also include all the critical aspects about the topic.

2. Finding of students' ability in showing and supporting the opinion

In the findings, the researcher found two students got score (2), fifty three students got score (3), and eight students did not post their opinion in the first topic. In the second topic, the researcher found two students got score (2), twenty six students got score (3), thirty students got score (4), and only five students did not post their opinion. In the last topic, the researcher found four students got score (3), fifty three students got score (4), and six students did not post their opinion. The students who got score (2) in showing and supporting the opinion in which in the score, some of them did not add the link or example in their opinion, and also some of them gave the link but is weak. For example; in the second topic is about "Technology in Education", and the question is "*why should we integrate technology into education? And what might be the negative impact of technology in learning? Support your responses by providing links to websites, journal articles, online videos, audios, podcast, or newspaper articles, etc.*" and the student's comment is "*why should we integrate into education? Because in the modern era. Their*

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education is not only applied in classical methods. The negative impact of technology in education actually we find in our life. Http//edudemic.com/the-4-negative-side-effects-of-technology/. The student should give more explanation first about the negative impact of technology in learning before giving the link. That link is weak because the link is only supporting the student's opinion for the second question, whereas the student needs to give more links for the first question to make her opinion stronger. And the other student's opinion is *"Educational technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspective for their effective application"(see appendix, written comment by Reni in topic 2),* there is no example or link given by the writer in that comment. For students who got score (3), they show and support their opinion by using general example or unspecific. For example in the first topic *"Another point that attract me about the netiquette is avoiding flaming, about abbreviation (LOL, ROTFL). (See appendix, written by Ismaul Choiriyah in topic 1)* the student gives example but it is better if the student gives the link for supporting her opinion. And students who got score (4); they used concrete and detailed links, examples, and also authorities. For example in the third topic on

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Schoology's comment "*Webquest on reading comprehension http://www.tojet.net/articles/v11i4/11429.pdf. Webquest on speaking skill http://www.ifets.info/journals/12_1/20.pdf. Webquest on writing performance http://www.tesl-ej.org/ej43/a3.pdf. Webquest on lexical richness http://www.banrepcultural.org/sites/default/files/tesis_velasco_jose.pdf you can watch this video to know how to make a Webquest! https://www.youtube.com/watch?v=CyhtehlAWY&list=PLPVhdpH6DS8IcWW1vpZiDham0ifpY5WWg (see appendix, written by Ghoniyah in topic 3).* This student's opinion is very good because the student gives link in each skill, besides giving the links, the student also give a video that according to the researcher's experience video can catch the readers' interest to participate or discuss about the topic because some people prefer to directly watch video than read paragraphs.

3. Finding of students' ability in Meaning (ideas & information)

The researcher found fifty five students got score (4) in the first topic. Seven students got score (3), and fifty one students got score (4) in the second topic. In the third topic only one student got score (2) and fifty six students got score (4). Students who got score (2) in which in the score, the students' reasoning is not easy to follow, there are too many

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sentences that can make the readers do not want to read the comment, besides that there is this sentence *"MCE_ITEM___MCE_ITEM__"* in each point in the student's writing opinion, the example is *"According to Dodge, the six building blocks of a Webquest are:*

__MCE_ITEM___MCE_ITEM__1) the introduction orients students and captures the students' interest.

__MCE_ITEM___MCE_ITEM__2) the task describes the activity's end project.

__MCE_ITEM___MCE_ITEM__3) the process explains strategies students should use to complete the task". And so on. (*See appendix in topic 3 written by Siti Magfirotun Hs*).

From that example, it shows that the student directly copy paste the article without editing from the internet. That is why the student's comment is not easy to follow, there are too much small talk in that writing opinion, the student's explanation about the topic is out of the questions. This is not good because it can makes the readers directly not want to read the comment for a glance. Students who got score (3) in which in this score, the students' reasoning in writing comment is understandable and the comment is clearly related to the post or topic, and for students who got score (4) in which in this score, the students' reasoning is understandable and easy to follow, because they used

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familiar words in their comment, there is no repetition in their writing, the readers can catch the writer's point instantly, and the students' comment is related to and adds insight to the post or topic, for example is *"Of course, we do. Online communication isn't as simple as face-to-face communication. We'll have much misunderstanding in online communication because we aren't able to know what other people's expression. In the other hand, people are from different place means they have different culture. Surely, one to another has different way of think; it's possible if they'll have misconception. Therefore, Nettiquette is very important due to minimize unexpected matters". (See appendix in topic 1 written by Zakiyah).* That example shows that the student use her own and familiar words. The other example is written by Hayatun Nufus (see appendix in topic 3), besides the student's reasoning is easy to follow and understandable, the student also gives a very good knowledge and information about the research that was done by Rebecca Kelly entitled *"Working with Webquest: Making the Web Acceptable to Students with Disabilities" (see appendix written by Hayatun Nufus)*

4. Finding of students' ability in writing conclusion

The researcher found one student got score (4), ten students got score (3), forty four students got score (1), and eight students did not post

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their opinion in first topic. Five students got score (4), six students got score (3), forty seven students got score (1), and five students did not post their opinion in the second topic. In the third topic, fifty seven students got score (1), and six students did not post their opinion. Students who got score (4) in writing conclusion in which in this score, the conclusion summarize the key points and also underscore the importance of the opinion one of the examples of student's opinion in writing conclusion is "***In Short***, *The technology integration into education has pros and cons. For every advantage has also consequence. It depends on how the educational practitioners maximize the advantage of the integration, and also at the same time, minimize the negative effects." (See appendix in topic 2 written by Agil).*

Students who got score (3) in which in this score contains adequate conclusion of the opinion but not full of the opinion, for example is "*In conclusion, based on my understanding, the benefit of netiquette is to prevent misunderstanding in online communication" (See appendix in topic 1 written by Lilis).* That sentence contains adequate conclusion but not full of the opinion because, the student only conclude the benefit of netiquette, whereas the student should conclude about the reason people need netiquette also. For students who got score (1) in which in this score the students does not conclude the opinion. From that finding, in all of

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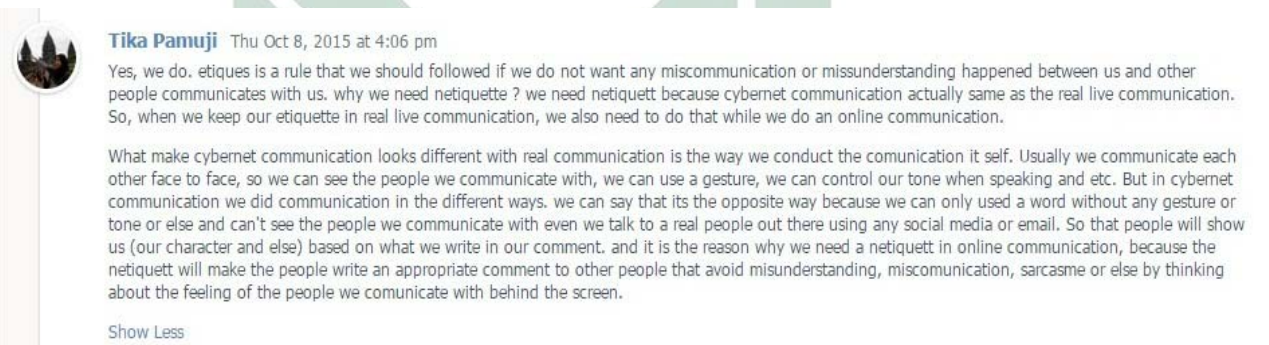
the three topics, students who got score (1) is more than students who got score (4). Almost students got score (1) in those three topics.

5. Finding of students' ability in writing response

The researcher found twenty students got score (1), five students got score (2), thirteen students got score (3), and seventeen students got score (4) in the first topic. Seventeen students got score (1), eighteen students got score (2), thirteen students got score (3), and ten students got score (4) in the second topic. Twenty eight students got score (1), twenty eight students got score (2), and one student got score (3) in the third topic. Students who got score (1) in which in this score, there is no response to and from other students. For example:



Tika Pamuji Thu Oct 8, 2015 at 4:06 pm

Yes, we do. etiques is a rule that we should followed if we do not want any miscommunication or missunderstanding happened between us and other people communicates with us. why we need netiquette ? we need netiquett because cybernet communication actually same as the real live communication. So, when we keep our etiquette in real live communication, we also need to do that while we do an online communication.

What make cybernet communication looks different with real communication is the way we conduct the comunication it self. Usually we communicate each other face to face, so we can see the people we communicate with, we can use a gesture, we can control our tone when speaking and etc. But in cybernet communication we did communication in the different ways. we can say that its the opposite way because we can only used a word without any gesture or tone or else and can't see the people we communicate with even we talk to a real people out there using any social media or email. So that people will show us (our character and else) based on what we write in our comment. and it is the reason why we need a netiquett in online communication, because the netiquett will make the people write an appropriate comment to other people that avoid misunderstanding, miscomunication, sarcasme or else by thinking about the feeling of the people we comunicate with behind the screen.

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The example above shows that the student's opinion do not get respond from others, that is why the researcher gave score (1) to the opinion according to the rubric's indicators. For students who got score

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(2) in which in this score, there is respond from other students on writer's comment but with minimal effort such as*: "I agree with you, that is good or nice explanation, and said thank you for the comment"*. This is one of the examples of students' comment with minimal effort:

Those students' respond cannot build the students' critical thinking. If the commentator only write "good job" then the feedback from the writer is only say "thank you". Therefore, the students need to write a high quality argument or opinion that can be argued with the other readers to build their critical thinking. Students who got score (3) in which in this score, the writer get respond respectfully by others but the writer did not give respond back to others' posting. For example:

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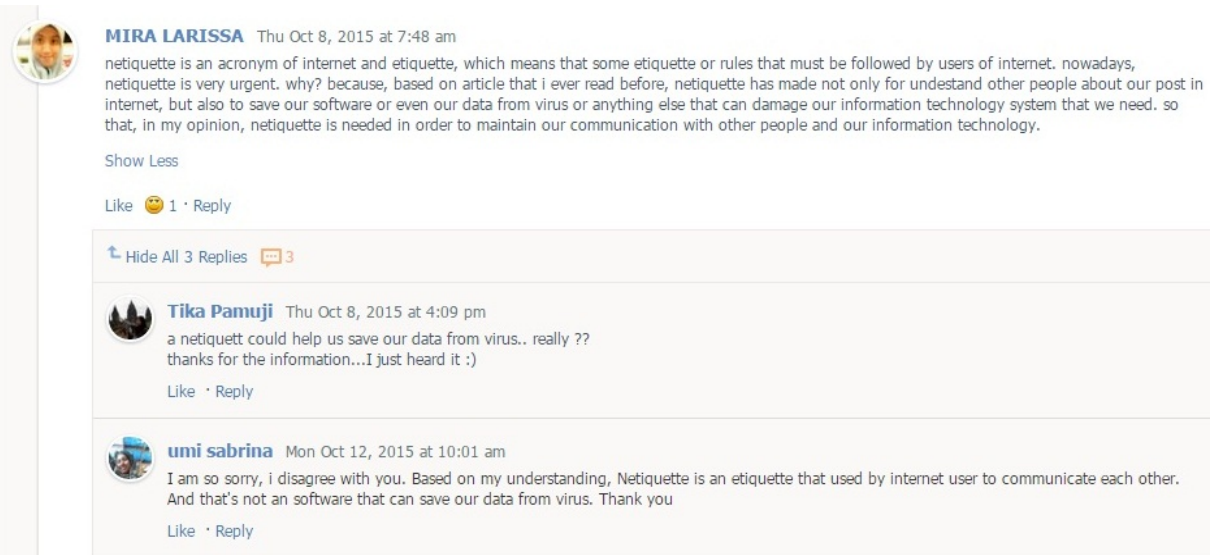

From that example, it shows that there are two respond from the other students but there is no respond from the writer. Whereas, if the writer give comment or feedback to the other commentators, there will be issue that can be argued each other, and that activity can build the students' critical thinking.

Students who got score (4) in which in this score, respond respectfully by giving appreciation using humble and polite words, using emoticon, etc. to others' posting and also get respond back from others. The example:

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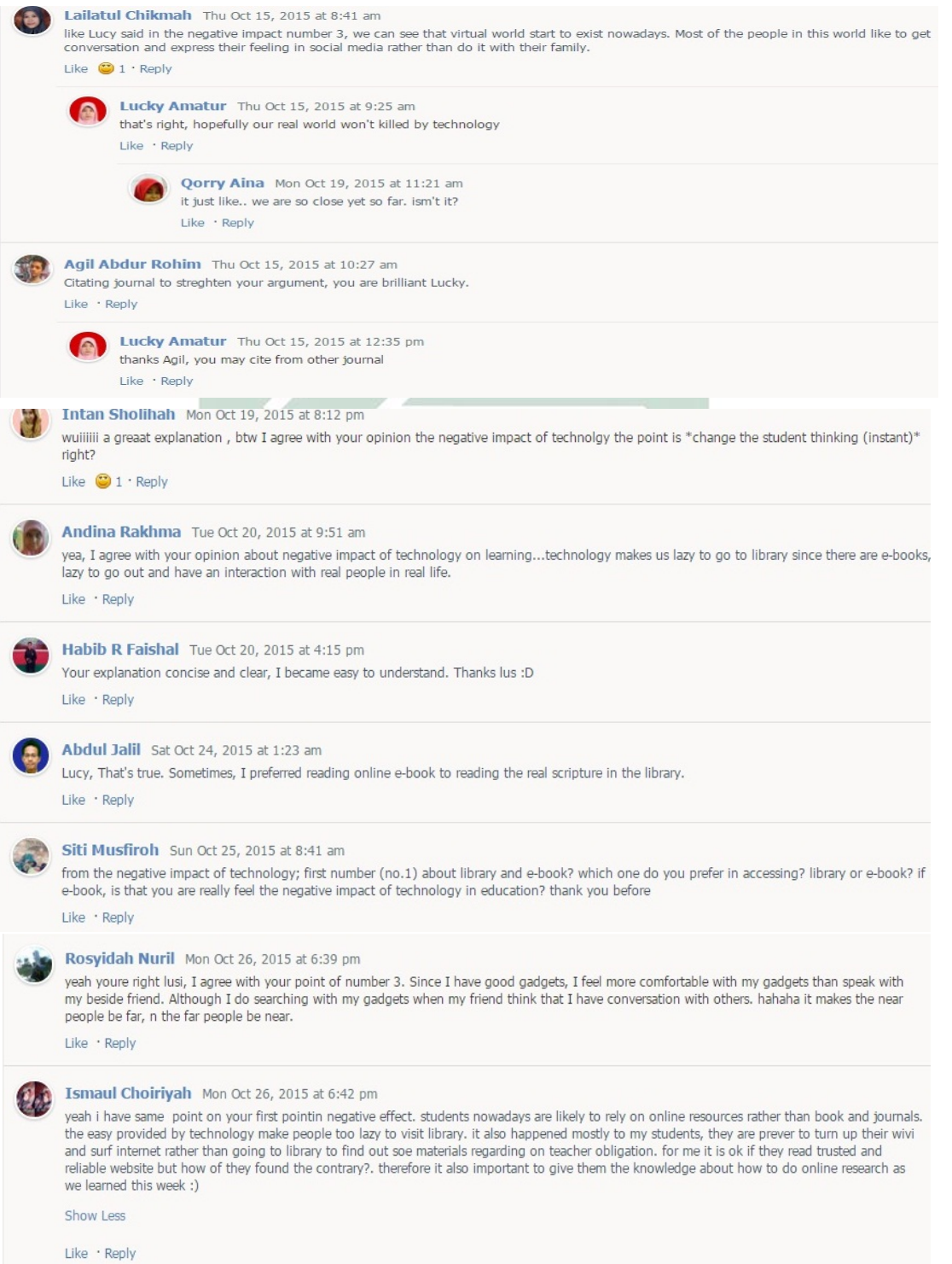

Lailatul Chikmah Thu Oct 15, 2015 at 8:41 am
like Lucy said in the negative impact number 3, we can see that virtual world start to exist nowadays. Most of the people in this world like to get conversation and express their feeling in social media rather than do it with their family.
Like 1 · Reply

Lucky Amatur Thu Oct 15, 2015 at 9:25 am
that's right, hopefully our real world won't killed by technology
Like · Reply

Qorry Aina Mon Oct 19, 2015 at 11:21 am
it just like.. we are so close yet so far. ism't it?
Like · Reply

Agil Abdur Rohim Thu Oct 15, 2015 at 10:27 am
Citating journal to streghten your argument, you are brilliant Lucky.
Like · Reply

Lucky Amatur Thu Oct 15, 2015 at 12:35 pm
thanks Agil, you may cite from other journal
Like · Reply

Intan Sholihah Mon Oct 19, 2015 at 8:12 pm
wuiiiii a greaat explanation , btw I agree with your opinion the negative impact of technolgy the point is *change the student thinking (instant)* right?
Like 1 · Reply

Andina Rakhma Tue Oct 20, 2015 at 9:51 am
yea, I agree with your opinion about negative impact of technology on learning...technology makes us lazy to go to library since there are e-books, lazy to go out and have an interaction with real people in real life.
Like · Reply

Habib R Faishal Tue Oct 20, 2015 at 4:15 pm
Your explanation concise and clear, I became easy to understand. Thanks lus :D
Like · Reply

Abdul Jalil Sat Oct 24, 2015 at 1:23 am
Lucy, That's true. Sometimes, I preferred reading online e-book to reading the real scripture in the library.
Like · Reply

Siti Musfiroh Sun Oct 25, 2015 at 8:41 am
from the negative impact of technology; first number (no.1) about library and e-book? which one do you prefer in accessing? library or e-book? if e-book, is that you are really feel the negative impact of technology in education? thank you before
Like · Reply

Rosyidah Nuril Mon Oct 26, 2015 at 6:39 pm
yeah youre right lusi, I agree with your point of number 3. Since I have good gadgets, I feel more comfortable with my gadgets than speak with my beside friend. Although I do searching with my gadgets when my friend think that I have conversation with others. hahaha it makes the near people be far, n the far people be near.
Like · Reply

Ismaul Choiriyah Mon Oct 26, 2015 at 6:42 pm
yeah i have same point on your first pointin negative effect. students nowadays are likely to rely on online resources rather than book and journals. the easy provided by technology make people too lazy to visit library. it also happened mostly to my students, they are prever to turn up their wivi and surf internet rather than going to library to find out soe materials regarding on teacher obligation. for me it is ok if they read trusted and reliable website but how of they found the contrary?. therefore it also important to give them the knowledge about how to do online research as we learned this week :)
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Those pictures showed that the writer got many responds from other students. It means that the writer's opinion can catch the readers' interest successfully. Besides that, the writer also give respond back to other comment, this activity is very important in building the students' critical thinking, notwithstanding the last comment did not get feedback from the writer.

B. Discussion

After the researcher analysis the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment using assessment rubric. The researcher has found that the students' ability in writing logical reasoning on Schoology's comment is:

1. Discussion of students' ability in writing thesis statement in the introduction

Based on to the analysis that was conducted in three topics, it shows that almost all of students write a well-stated thesis statement, contains well-defined and thorough explanation of topic, the students address the topic sentence, and also include the critical aspects about the topic. It can be proven by students who got score (4) is more than student who got score (2). Especially in the second topic, the number of students who got score (4) was increase became forty three students. Besides that,

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the student stated thesis statement and it is expressed in one sentence only. This case is related to Santa Barbara's point of view that thesis statement is often expressed in one sentence, though it may in some cases be two or rarely three sentences, depending on the length and complexity of the writing.[42]

2. Discussion of students' ability in showing and supporting the opinion

Based on the analysis that was conducted in three topics, it shows that almost all of the students' opinion are logical and thoughtful, their supporting examples or links given is concrete and detailed. It can be proven by almost students got score (3 & 4) in all the three topics. In the first topic, all of the students got score (3). Then, in the second and third topic, the number of students who got score (4) was increase. The students used specific links, concrete and detailed examples, and also relevant evidences like CSSC (Communication Students Support Center)'s theory, they used facts, quotes, and examples to support their opinion.[43]

[42] Santa Barbara City College. CLRC Writing Center. *Developing a Thesis Statement*. Accessed on April, 15 2016
[43] CSSC. Element of Persuasive

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3. Discussion of students' ability in Meaning (ideas & information)

Based on the finding, it can be concluded that the students' reasoning is easy to follow and understandable by the readers because, the students used simple sentences and familiar words in their writing opinion or comment, there is no repetition sentences, beside that the students' writing comment is related to the post or topic. It can be proven by almost all students got score (4), fifty five students in first topic, fifty one students in second topic, and fifty six students in third topic.

4. Discussion of students' ability in writing conclusion

According to the analysis that was conducted in three topics, it can be concluded that almost all of students do not write the concluding statement in the end of their writing. Almost students got score (1) in writing conclusion. Whereas, the criteria of conclusion in the highest score according to the researcher's assessment rubric are the conclusion summarize the key points without repeating previous sentences, underscore the importance of the opinion, and ends with appropriate concluding sentence. But, the result of the students' writing conclusion did not effectively capture opinion.

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5. Discussion of students' ability in writing response

From the finding, it can be concluded that, in first topic, the students who does not get respond from others students is more than students who get respond from others', but it was great because there are seventeen students got score (4). Unfortunately, the students' respond ability in second topic was decrease, there are only ten students who got score (4), and for the last topic, the students' respond ability is go down, there is no student who got score (4), a half the number of the students who took CALL 2 course is only respond with minimal effort such as said "good job" or said "thanks", only one student who got score (3), actually if the writer give respond back to the reader it will be very useful because it can build critical thinking but, there is no respond back or feedback from the writer in this activity.

From the explanation above, the most prominent in the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment in CALL 2 course is the students' ability in meaning (ideas and information). Most of students got score (4) in this ability in all of the three topics. This is happened because the students' reasoning is easy to follow and understandable, there is no repetition sentence, they used their own language when they are writing, besides

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that the sentences that they used is simple, they used familiar words, so the readers can catch the writer's point of view.

Almost students got score (1) in writing conclusion. There are eleven students who conclude their opinion in first topic, eleven students in second topic, and only one student in third topic. Whereas, the criteria of conclusion in the highest score according to the researcher's assessment rubric are the conclusion summarize the key points without repeating previous sentences, underscore the importance of the opinion, and ends with appropriate concluding sentence. But, the result of the students' writing conclusion does not effectively capture opinion. So, it can be concluded that the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment in CALL 2 course is low in writing conclusion.

Another ability which needs to be paid attention is the students' respond ability. There are only some students who active in giving responds on others' posting and got feedback from the writer. Almost students respond with minimum effort *(e.g. I agree with you, love it, great job Andina, that is very nice explanation, thanks for your idea, and so on),* that the students' comment with minimum effort cannot build the students' critical thinking, how the writer can reply the readers' comment if they just write *"thank you, or your explanation is very nice"*. The

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readers should think more deeply when they writing comment on others posting. This is happened because the students log in on Schoology rarely. The lecturer gave one week to the students in doing the assignment but almost students log in to Schoology two or one days before the deadline. So, the students do not have much time to give comment or to discuss about the issues on Schoology.

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