

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 RESEARCH FINDINGS

Researcher in this study will describe the result and opinions regarding the use Trello Application on students' writing skills. By using Trello Application, researcher will clarify the student writing of result observation. The following is data from interview that researcher found after taking into students' opinions regarding the use of the Trello Application.

4.1.1 The Results Observation of Individual Writing Using Trello

Findings from research on writing descriptive texts for sixth semester students were carried out using the Trello project management tool. The Trello tool is a web and mobile based application so it can be used and accessed directly via the web address in the browser and via the Android application on Google Play. Trello's main features include (1) Boards which are areas of project management work that will be implemented, (2) Cards which contain information or details of work, work time, and team members who work on them, (3) Lists which contain a collection of Cards which contain different phases. work, (4) The menu contains many features that Trello provides for free and for a fee.

Table 4.1 The Result of Student's Writing Skill Percentage

No	Indicator	Frequency	Percentage
1.	Developing Idea	61	19%
2.	Organizing Idea	80	26%
3.	Grammar	79	25%
4.	Vocabulary	57	18%
5.	Mechanics	39	12%
Total		316	100%

From table 4.1. Indicator (1) Developing Idea, from 10 students with frequency 61 (19 %) there is'nt student missunderstand about identification paragraph in the descriptive text. Based on the results of the analysis, students can understand the context of the content of the sub-indicators on the topic. And students are able to write the topic sentence in the first paragraph. It can be concluded that writing the description feature can help a writer to provide information, such as topic, topic sentence, identify the name of place and location, describe the complete features of the place, and then explain the description about parts, qualities and characteristics. Besides, this is supported by student answers as follows:

“ The Trello application is very easy to use, easy to use when we write descriptive text, there are many features that are easy to use too” (S-9 Int)

“ Trello can be quite useful for writing descriptive text due to its visual layout and organizational tools. It allows you to break the text into smaller parts, using cards and lists to structure your content. (S-10 Int)

Indicator (2) Organizing Idea, There are content of organizing idea such us: identification & coherence. Coherence is important because it helps readers or listeners understand the message more easily and effectively. Coherent text is easier to understand and remember than incoherent text. from 10 students with frequency 80 (26 %). In this case, many students write sentences that focus more on general aspects, with providing clear identification information that is usually expected in the identification section of descriptive text. Whereas identification in descriptive text is an important thing to note in order to make it easier for readers to understand the text. Besides, this is supported by student answers as follows:

“There are several advantages, such as the application display which can add images so that we can be more detailed in describing something because the image helps us.” (S-3 Int)

“ Trello has several benefits compared to other writing applications. Its user-friendly interface and drag-and-drop features make it easy to organize and rearrange ideas. The collaboration tools enable multiple users to work together and give feedback in real-time. Moreover, Trello integrates well with other tools like Google Drive and Slack, which can make the writing process more efficient.”
(S-10 Int)

Indicator (3). Grammar, from 10 students with frequency 79 (25 %) use of simple present tense, usually for describing people, places and pets. But, there are many student used past tense in his writing. This can happen because the student retells his experience of visiting the place, so he writes the sentence in the past tense because he went to the place before he wrote his descriptive text. In this case many students realize grammatical errors. Besides, this is supported by student answers as follows:

“ Perhaps the most common errors in writing are spelling and grammatical errors.” (S-1 Int)

“ Errors that often appear in grammars, such as incorrect tenses or prepositions.” (S-7 Int)

Indicator (4). Vocabulary, from 10 students with frequency 57 (18 %) It can be seen that the choice of words used by students is a direct sentences-by-sentence translation from Indonesian, making it for writers and reader to enrich vocabulary. In this case student have methods or tricks for choosing words. Besides, this is supported by student answers as follows:

“Methods for choosing words and increasing vocabulary include:

Reading Regularly: Reading a variety of genres and authors to encounter new words.

Contextual Learning: Learning words in the context of sentences to understand their usage.

Practice Writing: Regularly practicing descriptive writing to apply new vocabulary. (S-2 Int)

“ Keeping a Vocabulary Journal: Writing down new words and their meanings. “ (S-4 Int)

Indicator (5). Mechanics, from 10 students with frequency 39 (12 %) In this case, many students make mistakes in writing capital letters.. The correct punctuation is that the person name, place, and other things should be capitalized if it is an abbreviation, and if it is in a long sentence then the first letter should be capitalized and then followed by a lowercase letter afterwards. Besides, this is supported by student answers as follows:

“Capitalization and using tenses “ (S-3 Int)

“ Punctuation Errors: Misuse of commas, periods, and other punctuation marks.” (S-4 Int)

From the results of the interviews conducted, all students argued that the Trello application made it easier for them to improve their writing skills, especially in writing descriptive texts. They agree that the features in the Trello application are very easy for its users, especially teachers and students as a medium of learning in writing classes. Then according to them, this application makes it very easy to write text descriptions because they can add photos for something they want to explain. As explained in interview:

“In my opinion, writing text descriptions using the trello application is a new alternative in helping learning more efficiently. Where students easily pour their writing on the application in various forms. either in the form of direct writing, images, files, etc.. And help teachers in collecting student assignments simultaneously” (S-1 Int)

In carrying out writing practices using the Trello application, researcher analyzed that the process of individual interaction carried out

using the Trello application is one form of implementation of coordination of activities within the team as stated in Schein's previous theory. In addition, the process of individual interaction using the Trello application also occurs in each task with the division according to its function and occurs according to the hierarchy where managers often provide coordination or orders to team members through features available in the application so that they can form interactions between individuals.

From the answers described by the students, there are several advantages of the Trello application over other similar applications. Some of them are that Trello does not need to download the application to access each of its features, while other applications need downloads and accounts and require premium features to access the application. In addition, Trello makes it easier for teachers to check student writing by being able to see all the writing submitted by students and can also add a comment feature if the writing done by students has errors. Finally, Trello makes it easy for students to work on writing as a team at the same time with features that are used at the same time. For example in statement in interview :

“Yes, Trello offers several advantages; 1. Visual Organization: The board and card layout makes it easy to see the overall structure of your text. 2. Collaboration: Trello supports real-time collaboration, making it easy to share and get feedback from others. 3. Integration: Trello integrates with various other tools and apps, which can enhance productivity. 4. Flexibility: It's easy to move cards around, attach files, set due dates, and add checklists, which can be very useful for planning and revising descriptive text.” (S-2 Int).

However, the process of individual interaction carried out using the Trello application, in my opinion, is still a simple interaction in the form of giving simple commands or just a reminder. Researcher analyze that the individual interactions carried out using the Trello application have not been able to be fully effective in reaching an agreement or making a decision. Discussions or interactions directly outside the use of Trello are

still very much needed and become the main process in achieving company goals. So, according to researcher analysis, the process of individual interaction using the Trello application is not similar with the theory stated by Edgar Schein previously related to achieving the common goals of the division and function related to the authority hierarchy and responsible.

Besides, they have difficulties in writing descriptive texts. Most of them experienced problems with limited vocabulary so they used words that tended not to correlate in their writing. Then, forming the main idea in their writing and structuring the idea is a little difficult because they are confused about what to write first. because according to them, descriptive text requires a systematically structured main idea so they have difficulty determining it. For example student statement in interview :

“To organize and develop ideas I also have little difficulty, it's just that I need to know the images or things that I have seen and encountered to put the ideas I have. “ (S-6 Int)

In addition, they also explained the types of errors they realized while writing text descriptions. Most of them realized that they made errors in the use of grammar because the tenses used were mostly inappropriate. In addition, the use of punctuation, typos, capitalization were also mistakes made by the students. Then, word choice is also an error due to the limited vocabulary that students have because they are not used to exploring English in their daily lives. This is related as statement in interview :

“The types of grammatical errors that often appear in my writing include spelling errors, such as typos in words; punctuation errors, such as inappropriate use of commas or excessive use of periods; mismatch between subject and predicate in a sentence; use of words that do not fit the context; sentence structures that are too long or complex without clear punctuation; use of incorrect word forms; and preposition errors, such as confusing "in" and "on." (S-9 Int)

The last question is related to the tricks used by students in selecting words in text descriptions, namely using a dictionary when writing text descriptions or using grammar applications and reading several texts as references that are suitable for the text they want to write. As states in interview :

“ The way to do this is by reading and observing how the diction is used. If your diction is good and you feel that the vocabulary you use is unknown, then list or choose the vocabulary you don't know to add to or improve your vocabulary.” (S-5 Int)

From the interviews conducted, it can be concluded that all students can understand well about the Trello application and are able to use the available features well in writing description texts. Despite facing difficulties, students are able to write descriptive texts intact even though they still have incorrect language order and punctuation. This can happen because students are not used to writing long texts in English so teachers need to choose appropriate learning media so that students can understand and write descriptive texts better in the future.

4.1.2 Benefit feature of Using the Trello Application in Writing Skills

This research found feature to help students' easier in writing descriptive text of students' English Education of 2021. Feature were analyzed into the a research questions of this research. This is : How is the using Trello Application on students writing skills?

According the result of researcher, the process of managing tasks using the Trello application is suitable with the theory of task manager stated by William Jones. According to William Jones' theory of the task manager discussed in chapter two, a task manager is packaged in various ways to help with "to-do lists" or in support of "getting things done" (2012: 69). As long as participant carry out writing and managing task processes using the Trello application, Researcher feel that the Trello application works according to the theory stated by William Jones, because the process of managing tasks using the Trello application is based on the "to-do lists" as researcher have shown before at the discussion chapter.

Besides, Trello also has a checklist feature that is used actively when participant do work where it is felt very easy in monitoring the work and tasks that must be completed so that it helps the process of "getting things done" and indirectly will also increase work productivity. For example student statement in interview :

“Yeah, Trello's got a few loose ends. For example, you can collaborate directly with the team and there is a checklist feature that helps so no one forgets.” (S-7 Int)

Based on the findings above, the researcher concluded that the most students had positive perception or agreed toward English as a media in learning English that could help the students improve their writing english skill. The Trello Application make it easy student to manage writing throught feature Trello Appllication. By using the Trello Application so good supports writing, working, teaching, and learning process.

4.2 RESEARCH DISCUSSION

In this research, the researcher used writing test as the instrument in this research. The procedure of test is students write the descriptive text with a predetermined topic about people, animals, or things, the student choose one topic as the title. At the format of writing test, the researcher has determined the place of generic structure that is identification paragraph and description paragraph. In identification, student only can write one paragraph. Because in general, there is only one identification paragraph and in description paragraph, student can write one or more paragraph. Because in general, description paragraph can more than one. The test shared to the students by Trello.

The first Finding, the researcher describes the discussion of the use Trello Application on writing skill in writing descriptive text. Based on the theory that

states in the background, analyzing students' text is very important to do because it can help English teachers to find out the students' ability and difficulty in writing (Graham, lock :1996). In technology is developing rapidly in today's digital era, so many programs have been established to support learning activities, especially in acquiring good language skills. One of them is using the Trello application in the writing process. Although there still rare of research of Trello Application in wring text , broad case studies provide evidence of Trello's usefulness for different categories of authors. An example of this is when a self-employed content writer using Trello as a tool to effectively handle numerous clients and projects. They create distinct boards for each client and utilize lists to organize the various stages of the writing process. This approach has enabled certain writers to enhance their productivity by up to 30% while simultaneously ensuring adherence to deadlines. Novelists have achieved success by utilizing Trello as a tool to streamline their writing process. They create boards specifically dedicated to character profiles, story aspects, and particular chapters.

Thus, the questionnaire results show that students have a good perception of using the Trello application for their writing. This study has five previous studies supporting the data the researcher has interpreted. The first supported research came from Goodwin-Jones (2003), web technology has made students better critical and aware of their writing online, which indirectly helps them in improving their written work while allowing equal participation. It is in line with the results of interviews that the researcher conducted with ten respondents with almost the same answers; namely, they thought that the Trello Application was easy to use, and the explanations were easy to understand.

Then the second findings, that supports this research comes from (Koc, 2016) with this organisational technique, writers may easily evaluate their advancement in several facets of their writing careers and establish objectives for future successes. Beyond just task management, there is more to the relationship between Trello, achievement organizing, and writing. Trello helps writers see their writing process more comprehensively by offering a centralised platform for

managing both ongoing and finished tasks. This thorough summary can help with productivity pattern recognition, improvement identification, and success celebration. Additionally, Trello's collaborative capabilities let writers share their boards with editors, fellow writers, or writing groups, which promotes accountability and opens up avenues for assistance and critique. In the end, adding Trello to a writer's workflow can result in more productive, goal-oriented, and orderly writing sessions.

Additionally, this method can support career advancement. When submitting grant applications, making publication pitches, or looking for new clients, writers can make use of their well-organized achievement statistics (Shchetynina, 2022). In the workplace, having instant access to an extensive, aesthetically pleasing history of one's successes can be quite useful (Laksana, 2023). A growth mentality in writing is also supported by the achievement organising feature. Writers can develop resilience and confidence—two qualities that are essential for surviving the frequently difficult business of writing and publishing—by routinely evaluating and celebrating their accomplishments.

Furthermore, detailed accomplishment analysis can be conducted by utilising Trello's card features. Authors might consider the steps that lead to each accomplishment by highlighting obstacles faced or successful tactics used in the description section. (Ault, 2013). You can attach screenshots of your favourable evaluations, acceptance letters, or even graphs that illustrate your progress over time using the attachment option. In joint projects, the comment sections on achievement cards might function as a venue for team celebrations or self-congratulations. In addition to raising spirits, keeping thorough records also yields useful information for future goal-setting and strategy development in one's writing career.

Finally, there is a connection between these factors and motivation as well as habit formation. Positive writing habits can be reinforced by Trello's visual interface and the dopamine rush that comes from moving a card to the list. For authors who are having trouble staying motivated or experiencing writer's block, this gamification of the writing process might be quite helpful (Kia, 2023). This is

also in line with the results of interviews with all respondents that by using the Trello Application, respondents feel many benefits in their writing process. Through segmenting the writing process into more manageable steps and acknowledging each accomplishment, authors can sustain their progress and establish a gratifying and long-lasting writing routine. The implementation of this methodical methodology has allowed certain writers to finish their initial manuscripts several months in advance of the planned timeline. Trello has shown to be a valuable tool for academic writing, enabling them to efficiently organize their thesis writing by establishing distinct lists for various parts, literature review notes, and data analysis. The Calendar Power-Up has demonstrated significant utility in establishing and achieving chapter milestones. These examples demonstrate how Trello's versatility enables it to be customized for diverse writing styles and projects, hence improving productivity and organization across multiple writing disciplines.

