

**Using Whatsapp to promote students' writing achievement at the first grade students of SMAN 3 Bandarlampung**

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**ABSTRACT**

The objectives of this research were to find out the increase of the students' writing achievement after the students were taught by using WhatsApp as the media in teaching writing and to investigate which aspect of writing got the highest score after the implementation of WhatsApp in teaching writing descriptive text. This research was quantitative research. The subjects were 30 students of the first-grade students of SMAN 3 Bandar Lampung. The writing tests were used as the research instrument. The data were analyzed by using the Repeated Measure t-test. The result showed that there is a statistically significant increase in students' writing achievement after the implementation of WhatsApp in teaching writing descriptive text and the content aspect of writing was the aspect that improved the most. This suggests that teaching writing descriptive text through WhatsApp is effective in increasing students' writing achievement.

**Keywords:** *WhatsApp, teaching writing, descriptive text.*

## I. INTRODUCTION

In English language teaching, there are four language skills including listening, speaking, reading, and writing which should be mastered by the students. In the broadest perspective, writing as a productive skill in the process of foreign language learning can be considered as a process and a product in which both bodily and intellectual elements play a considerable role (Sokolik, 2003). Writing is the most crucial skill in learning English. It is in line with Richards and Renandya (2002) who state that there is no doubt that writing is the most difficult skill for second language learners to master. Students need to combine lots of components to compose good writing, starting from grammar to cohesion and coherence in writing. These will be difficult points for many students to write, the difficulties of writing are not only in generating and organizing ideas but also in translating the ideas into readable text.

On the other hand, writing can be viewed as a problematic area. Among those problems, the lack of writing achievement constitutes a significant place. Another problem faced during writing is a learning environment, defined as the physical elements, psychological or inner states, and the effect of social and cultural factors in classes (Okan, 2008). One of the main problems in learning English is the students have to master all of the skills in English so they do not have much time to practice writing, especially in class. To face the problem, the teachers have to find an appropriate tool to facilitate the students in learning English, especially in teaching writing. These days, many teachers try to encourage their students to hand their assignments via technology such as Social Media. Mumtaz (2000) claims that the reasons why many teachers choose the technology to act as an educational tool is because of the advances in technology and it is more modern.

Information and Communication Technology (ICT) affects greatly in the education world. According to Hartoyo (2009), the use of ICT in education, including language teaching and learning is a positive response to the development of information and communication technology in the third millennium. There has been a new trend in the ICT world which is called the social network. The social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact, and share ideas, artifacts, and interests with each other (Anderson, 2010). This social network has opened up new opportunities for interaction and collaboration between teachers and learners. Furthermore, A lot of students spend much of their time on social media in order to entertain themselves, learn new things or spend their time on trendy activity via social media. It can be said that Social Media is an alternative way that suits the students for learning language whenever and wherever they want. There are many kinds of Social Media such as Line, Instagram, WhatsApp, Facebook, LinkedIn, Youtube, and many others that the teachers can use as a tool in order to develop students' paragraph writing.

From this fact, it can be concluded that the use of social media as a learning tool for students outside the classroom can get what they need in learning English such as practice writing. The most recent popular social network among the students is WhatsApp Messenger. WhatsApp is a Smartphone application that operates on nearly all current types of devices and operating systems. The application has been on the market since 2010; the declared purpose of the

developers was to replace the existing SMS platform for a system that is free of charge in an ad-free environment (Cohavi, 2013). WhatsApp Messenger users can send each other images, videos, and audio media messages (Wikipedia, 2013). WhatsApp messenger is like a chat program for mobile phones and works with internet connectivity and assists its users to keep on in touch with friends, teachers and relatives in the contact list. According to WhatsApp web (2018), there are six features in WhatsApp, those are group chat, web and desktop, voice and video calls, end-to-end encryption, documents, photos, and video sharing, last is a voice message. It helps users to create groups, send an unlimited message, sharing images, video, audio messages, stickers, emoticon, gif, and exchanging ideas, thoughts, and emotions to any other user in the contact list. The providing features in WhatsApp are in line with the purpose of WhatsApp which is to facilitate communication. In addition, WhatsApp can provide communication between the teachers and students and create another venue for learning so that we can use one of the features on WhatsApp that commonly used is group chat discussions as an appropriate tool in the process of learning English.

Moreover, some researchers have conducted a study about using WhatsApp in writing. Alsaleem (2013) aimed to examine the effect of WhatsApp electronic journaling on students' writing achievement. The result of this research showed that the use of WhatsApp electronic journaling had a significant improvement in students' writing skills. Another researcher, Mistar and Embi (2016) stated that to improve students' writing skills using WhatsApp, the teacher can send a text about a particular topic in a group and ask students to do some exercises such as write comments or any responses. Students are not just practicing writing but they also have a chance to be assessed by the teacher. This is related to Fattah (2015) who identified the effectiveness of using WhatsApp messenger as one of the mobile learning techniques to develop students' writing skills that state through the use of WhatsApp group, the teacher can ask students to write and have a discussion. Based on the research conducted by Mohesh and Meerasa (2016), there are 77 participants from 100 participants are like and enjoy the WhatsApp group discussion learning. When teachers and students implement WhatsApp inside or outside the classroom, thus it significantly changes the traditional classroom. That is a great chance for the teacher to teach the students paperless as students simply post their work in WhatsApp personal chat or group, then the teacher will respond by giving them feedback or comment.

The use of this application can make the instructional learning process more interesting and has positive outcomes that the students can get, as Mhandeni and Mwakapina (2016) state that "students are always worried about making mistakes as they learn, but WhatsApp makes them feel relaxed among friends. For that case, they are much likely to participate and learn more, especially it does not need face to face interactions" (p.83). The students do not only follow the teaching and learning activity inside the classroom, but they also join the informal teaching and learning by chatting group outside the classroom. There are some features in WhatsApp that are useful to be used in teaching and learning English, the teacher can develop activities using WhatsApp so that students start using the application to practice or learn something including English material. This application can give them more exposure and more intensity of language practice especially in practicing writing; the students become more active in teaching-learning activities and really help them in learning the language better. The teacher also needs to make

some rules for the students when teaching them using WhatsApp inside or outside the classroom.

Based on the theories and facts explained above, the researcher decides to apply WhatsApp to improve students' writing achievement. The writer is interested to investigate research Using WhatsApp to Promote Students' Writing Achievement at the First Grade Students of SMAN 3 Bandar Lampung.

Therefore, The objectives of this research were to find out the increase of the students' writing achievement after the students were taught by using WhatsApp as the media in teaching writing and to investigate which aspect of writing got the highest score after the implementation of WhatsApp in teaching writing descriptive text.

## II. METHODS

This study was quantitative research which used a one-group pre-test post-test design. This research was conducted at the first-grade students of SMAN 3 Bandar Lampung. The research took one class through a purposive sampling technique as the sample of this research. The class was Class X Science 2 consisting of 30 students. The instrument of this research was a writing test used in the pre-test and post-test. There were 5 meetings in this research. The first meeting was a pre-test in which the students were asked to write a descriptive text based on the topics given. Then, the other three meetings were treatments. In the treatments, the researcher applied WhatsApp as the media in teaching writing descriptive text. In the last meeting, the researcher conducted a post-test in order to measure how far the improvement of the students' writing achievement after the treatments. The students' scores pre-test and post-test were analyzed to know the students' writing achievement after having the treatments. The data were scored by using scoring criteria for writing adapted from Jacobs et. al (1981) in terms of content, organization, vocabulary, grammar, and mechanics. In analyzing the data, repeated measure t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of the pre-test and post-test. In this study, the first rater was the researcher based on the scoring criteria Jacobs et. al (1981); the second-rater was the English teacher in the school. The result of the reliability score of the pre-test was 0.94 (very high reliability), and the result of the reliability score of the post-test was 0.96 (very high reliability).

## III. RESULTS AND DISCUSSIONS

### Results

After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

Table 1. The Difference of Students' Writing Score in the Pre-Test and Post-Test

Mean Score of Pre-test	Mean Score of Post-test	Gain
62.8	68.4	5.6

Table 1 shows that the mean score of the pre-test is 62.8. Meanwhile, the mean score of the post-test is 68.4. It can be concluded that there is an increase between the students' pre-test and post-test. The increase in the mean score of the pre-test and post-test is 5.6.

Besides, it can also be seen that teaching writing descriptive text through WhatsApp can increase the students' achievement in each aspect of writing. The increase in each aspect of writing descriptive text is presented in the following table.

Table 2. The Increase of Students' Achievement of Each Aspect of Writing

No	Aspects of Writing	Mean Score of Pre-test	Mean Score of Post-test	Increase
1	Content	18.19	20.52	2.33
2	Organization	12.68	13.68	1.0
3	Vocabulary	15	15.88	0.88
4	Grammar	13.25	14.16	0.91
5	Mechanics	3.44	3.84	0.40
	Total	62.8	68.4	5.60

It can be seen in the table above that there is an increase in every writing including content, organization, vocabulary, language use, and mechanic. The aspect with the highest increase is content (2.33). Then, organization (1.0), grammar (0.91), vocabulary (0.88), and mechanic (0.40).

The researcher administered the hypothesis of this research to find out whether the hypothesis of this research was accepted or not. Besides, the researcher also compared the result of the t-value and t-table to determine whether the alternative hypothesis can be accepted or not. The researcher used the Paired Sample t-test to test; and this was the result of the test.

Table 3. T-test Results of the Hypothesis Analysis

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired Sample 1	Post-test - Pre-test	5.20000	1.80803	.33010	4.52487	5.87513	15.753	29	.000

The null hypothesis is rejected if the level of significance lower than 0.05 and t-value > t-table. From the data in Table 3, it could be seen that  $0.000 < 0.05$  and  $15.753 > 2.0452$ . It indicates that the null hypothesis was rejected and the research hypothesis was accepted.

In brief, it means that there is a significant increase in students' writing descriptive text through WhatsApp as the media in teaching writing for the first-grade students of SMA Negeri 3 Bandar Lampung. Moreover, the aspect improved the most was content.

## **Discussions**

The results of the research showed that the students' writing achievement improved after being taught by using WhatsApp at the first-grade students of SMA Negeri 3 Bandar Lampung. From the results presented before, it can be seen that the scores of the students' post-test were higher than the score of the pre-test. This can be seen from the means score of the pre-test was 62.8 and increased to 68.4 in the post-test. The increase in the means score is about 5.53. So, it can be said that there is an increase in the students' writing achievement through WhatsApp as the media in teaching writing descriptive text.

During the treatment, the students felt excited and enjoyed the writing activity because that was the first time they had online activities and used WhatsApp as the media in teaching writing. It is in line with Mona (2017) WhatsApp helps to facilitate students in discussion and helps students to overcome their fear of using the language. Thus, the students actively participate in the discussion although they still made mistakes with the grammar.

According to Mhandeni and Mwakapina (2016) state that students are always worried about making mistakes as they learn, but WhatsApp makes them feel relaxed among friends. In that case, they are much likely to participate and learn more, especially because it does not require face to face interactions. During the discussion, every student helped each other correct their team-mates' mistakes made, rather than making fun of it. The significant improvement in their writing achievement is because the students like to use technology and they were interested in learning if they can use the tools that they like. Mistar and Embi (2016) state that WhatsApp has many benefits to the students, it also allows enhancement to the students' learning performance in the way of promoting an active learning development in WhatsApp conversation or discussion. Students found that writing a descriptive text while having discussions through WhatsApp and working together was helpful and they could make a good writing product.

Furthermore, the highest increase in the result is the content aspect and the lowest improvement is the mechanics' aspect. The content aspect got the highest score because every student actively shared their ideas about the topic in the small group in WhatsApp so that the students only need to elaborate their ideas into sentences then compose the sentences into paragraphs. It is in line with Brown (2004) the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose a response to one assigned topic in standard written English, and to generate. So, after getting the treatments, their writing became better and smoother.

On the other hand, the aspect with the lowest increase was the mechanics' aspect with the improvement was only 0.4 from pre-test to post-test. This happened because the researcher did not ask the students to produce active and passive sentences in form of simple present tense as

the language features of the descriptive text so that most students were still incorrect in writing simple present tense sentences. The researcher also did not explain about countable, uncountable noun, gerund, and the article; a, an, and the. It made the students did not use the article before the singular countable noun and gerund after the preposition.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

In line with the discussion of the research findings in the previous chapter, the researcher comes to these following conclusions: (1) WhatsApp as the media that was used in this research can significantly improve students' writing achievement. Moreover, the use of WhatsApp was effective to be used in learning activities, it engaged the students' participation in learning activities; the students were really excited and enjoyed the teaching and learning process. It can be seen from the means score of the pre-test was 62.8 and increased to 68.4 in the post-test; the gain was 5.6. (2). Based on the result of this research, by applying WhatsApp, the students were capable to get involved actively in the process of writing covering each aspect of writing. The content aspect got the highest score than the other aspects. It was because the students already have the ideas before writing which makes the students only need to elaborate their ideas into sentences then compose the sentences into paragraphs. Besides, WhatsApp can be one of the technologies that helped the students more excited and enjoyed in the teaching-learning process.

##### **Suggestions**

After doing the research, some points of recommendation are put forward as follows. Some suggestions to the English teacher and further researcher are proposed. First, in the process of implementing WhatsApp, the teacher should prepare some rules for the students when it is used both inside and outside the classroom. Second, to make students showed up in the group online discussion, the teacher should ask the leader of each group to gather their team-mates. Third, in this research, it was found that the mechanics' aspect had the lowest improvement among the other aspects of writing. Therefore, the teacher should apply effective strategies for improving this aspect, for example, the teachers can correct and discuss more deeply during the teaching process. Fourth, because of the limitation of time, the researcher only focused on the increase of students' descriptive text writing ability. The researcher suggests other researchers apply different kinds of text and find out the effect of using WhatsApp in other skills such as reading, listening, and speaking and the treatment should be applied more than three meetings in order to get more accurate results of data. Longer the frequency of the treatment day is needed to get a better finding.

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