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THE EFFECTIVENESS OF WHATSAPP GROUP APPLICATION TO SEVENTH GRADE STUDENTS' WRITING ABILITY IN SMPN 2 KEDIRI IN THE ACADEMIC YEAR 2016/2017

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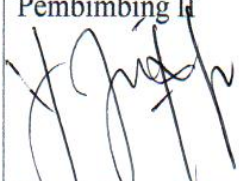**2017**

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ABSTRAK

Writing is one of productive skill which come into many types such as :descriptive, narrative, etc. In fact, many students got problem in writing and made them to be passive in class. Besides, many teachers got less attention in teaching writing and seldom used various techniques in teaching. That is why many students get bored and unmotivated in leaning writing. Many factors can improve students' motivation to learn writing such as preparing suitable media. There are many kinds of media. This media is aimed to know the effectiveness of WhatsApp Group Application as authentic material in writing comprehension and students' respond to seventh grade students of SMP NEGERI 2 Kediri 2016/2017. This research used experimental research design one group pre-test post-test and quantitative research. The research was conducted at SMP NEGERI 2 Kediri. The subject of this research was seventh grade students consisting of 35 students. The students were given pre-test, treatment, and post-test. The data got from pre-test and post-test score were analyzed using Paired Sample T-Test Manual. The result showed that t-score 14.098 was higher than t-table with level 5% was 1.690 and 1% was 2.438. The total of pre-test score was 1.835 and the post-test total score was 2.435. The research questionnaire total result also indicated that 78% of the respondents agreed that authentic materials helped them improve their writing ability and the students were not only interested but also motivated in writing to authentic materials. Based on the conclusion, it recommended for the students to improve students' writing ability. It is very useful to improve several aspects of students' writing ability such as identifying grammar, vocabulary, generic structure, and mechanic. Thus, the researcher suggests that the teacher's creativity is not only designing the class is much demanded, but also using devices are required.

KEYWORDS : Writing, WhatsApp (media).

I. INTRODUCTION

Writing is the activity to make letters or number on a surface, especially using pen or pencil. As Brown (2001:335) states that writing is the written product of thinking, drafting, and revising that requires special skills on how to generate ideas, how to organized them coherently, how to use discourse markers and rhetorical convention coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products. In short, In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. So it is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally,

writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.

Writing is away to produce language and express idea, feeling and opinion. Furthermore As Nunan (2003:88) said that writing is a process of expressing ideas into written text in the form of sentence and paragraph. The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow various classroom activities involving some steps applied in writing process. Based on Broughton et al.'s (2003:116), there are a number of aspects which need to be considered in order to enable students to produce fluent, accurate and appropriate written English, those aspects are: Mechanical problems with the script of English; Problems of accuracy of English grammar and lexis; Problems of relating the style of writing to the demands of a particular situation; Problems of developing ease and comfort in expressing what needs to be said. It can be concluded that writing is a complicated activity than speaking.

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow (2002: 316) states as follows:

> "Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing."

The implementation of school based curriculum in teaching English puts genres as the main tool in language learning. The arrangement of curriculum is based on the genre based. There are thirteen kinds of genre, namely narrative, recount, anecdote, spoof, descriptive, report, review, procedure, explanation, discussion, news items, exposition and hortatory. Genres function to help the students understand the steps to produce a text with fulfilling the expectations of its readers in regards to grammar, organization, and context (Kim & Kim, 2005; Muncie, 2002 in Fauziati, 2008:2). It means that by determining the steps of genre, it will help the writer to write a written text using the format involving generic structure and form of organization

used in the text and also the ways of organizing paragraph used for communicative purpose.

In this study, the researcher interest choose Descriptive genre as one of the types of genre implemented in writing. According to Corbett (1983) that descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. To solve the students' problem especially in writing descriptive text, the researcher chooses WhatApp Group Aplication as a media to help students' problem.

WhatsApp has done to SMS on mobile phones what Skype did to international calling on landlines (Cavus, & Ibrahim. (2008). WhatsApp allows its users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone. The previous research that have done by Said Fathy El Said Abdul Fattah with the title " The Effectiveness of Using WhatsApp Messenger as one of Mobile Learning Techniques to Develop Students' Writing Ability" and the result of the analysis shows that a lot of positive effect to the students' such as a) an opportunity for practicing the language for free, b) more personal and comprehensive

relationship between students and teachers, c) a chance for students not to be more sociable only but to learn better, and d) an opportunity for students to relate their opinions to those of others. Also, we should make use of modern technology in teaching our students. for the participants were 30 second year college students of private University in Saudi Arabia. By using this technique, the students are capable to knowing their errors, the reason and correct it. So, it can accelerate the teaching- learning writing process.

Based on the explanation above the researcher gets interest to conduct the research by the title "The Effectiveness of WhatsApp Group Application to Seventh Graders Students' Writing Ability at SMPN 2 Kediri in Academic year 2016/2017".

II. RESEARCH METHOD

In every research, it is important to know the variables that are going to be observed and knowing the meaning of variable will be important to determine the research variable. There are two kinds ofvariables, dependent variable and independent variable. Creswell (2012: 215) says "A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable". It means that a dependent variable is a variable which gets the influence from an

independent variable. Meanwhile, an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2012:216)In short, an independent variable is a variable that influences a dependent variable. This means that the researcher attempts to control all variables that influence the outcome except for the independent variable. Then when the independent variable influences the dependent variable, it means that the dependent variable "caused" or "probably caused" the dependent variable. Because experiments are controlled, quantitative designs is used to establish probable cause and effect.

Based on the title of this research, "The Effectiveness of WhatsApp Group to seventh Grade Students' Writing Ability at SMPN 2 Kediri in the Academic Year 2016/2017". The esearcher chooses WhatsApp Group as independent variable because it can influence writing ability and dependent variable is writing ability focuses in grammar, generic structure , vocabulary and mechanic because it's influenced by WhatsApp Group .

Based on the title of this research, the researcher used experimental research to attain the data. Creswell (2012: 294) explains "An experimental design is the traditional approach to conducting quantitative research. As stated before that

this research used quantitative approach and the technique is experimental research. Meanwhile, Ary et al. (2010: 26) also explains "Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable". It means that experimental research is a research to measure the effect of independent variable to dependent variable. As explained before that there are two variables of this research, those are independent variable (WhatsApp Group) and dependent variable (writing ability).

The design of this experimental research is Quasy-experimental Design because this research uses Pretest-Posttest Design in One-Group. The treatment designed based on characteristics and level of seventh grade students in junior high school and uses one class to conduct the research. The writer give the students Pretest-treatment-Posttest, the students are gives task to writing descriptive text about describing places. In treatment, the writer teaches the students by using WhatsApp Group.

In this research the researcher uses quantitative research. Quantitative research uses objective measurement to gather numeric data that are used to answer

questions or test predetermined hypotheses (Ary et al., 2010: 22). It means that in quantitative research, the research finding always use numerical data to measure the influence of independent variable to dependent variable.

In addition, Creswell (2012: 20) says "A quantitative researcher typically has taken some courses or training in measurement, statistics, and quantitative data collection, such as experiments, correlation designs, or survey techniques. In short, a quantitative research is a research to measure the influence of variables by using experimental, correlation or survey research. It explains whether an intervention influences an outcome for one group as opposed to another group and associates or relates variables in a predictable pattern for one group of individuals.

In finding the data related to the variable of this research, it is necessary to decide where the research be held. This research will be conducted at SMPN 2 Kediri which is located on Jl. Padang Padi number 18 Kediri. The researcher choses that school because knows this characteristic of the school well and the researcher want to know how the students' writing ability and the students' motivation in learning writing ability using mobile phone especially WhatsApp as a social media. And also Based on information

from that teacher, the researcher knows that the eighth grade students have problem in writing descriptive text especially. English teacher needs the way to increase students' writing ability, hope with this research can solve that problem.

Population is important in arranging the research, because population is the object of the research.Aryet. al. (2010: 148) say "A population is defined as all members of any well-defined class of people, events, or objects". Creswell (2012: 142) adds "A population is a group of individuals who have the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators". In short, a population is all people in certain place, such as all students in certain class level.

In this research, the writer choses seventh grade students at SMPN 2 Kediri that consist of eleven classes as a population. Each class, consist of 35 students. So, the number of population is 270 students. The researcher take one class only that is VII-F, why the researcher choosen one class only because the researcher already know that their writing ability especially in descriptive are low and needed to be increased.

There are many instruments that can be used in conducting a research. Creswell

(2002: 151) explains "An instrument is a tool for measuring, observing, or documenting quantitative data. Identified before the researchers collect data, the instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument."

It means that an instrument is a tool that the researcher need in doing a research such as test, questionnaire, tally sheet, log, observation checklist, inventory, or assessment instrument.

The instruments of this research are test, questionnaire and assessment instrument. Test was used to test the writing ability of the students and questionnaire was used to describe students' response to WhatsApp Group and assessment use to measure the students' writing ability before and after being observed.

The function of data collection is to determine the result of the research. This research carried out through three activities, those are:

a. Pre-Test

Pre-Test gives in first meeting before experiment treatment was conducted. The purpose is to know how well the students' writing ability before using WhatsApp Group in teaching writing. In pre-test, the researcher ask the students to write a simple describing some place that their ever know of course in descriptive text. The students are asked to use their own words and there are minimum three paragraphs in their written text.

b. Treatment

In treatments the researcher gives the treatment in two meeting after Pre-Test was conducted. Here design how the teacher corrected the descriptive text. After students doing the pre-test, the teacher evaluate the text according to the rubric. The teacher give evaluate the students' written text to make the students understand their errors. The teacher use underline, lines, circles or highlighting to indicate the location of errors. The teacher indicated that any errors exist without providing the correct form but only underlining the error, indicating the number of errors in the margin and inserting error codes in the text

c. Post-Test

The post-test held after the experiment treatment finished. It was done to increase students' writing ability and reveal that WhatsApp Group is an effective to increase writing ability. The researcher asked the students to create a descriptive text with minimum three paragraphs. The students created a different descriptive text in pre-test but the indicators are

same. After the students' written text being collected, the researcher evaluated them to get the score. Then the researcher compared the score between pretest and posttest to find the differences of the score between pre-test and post-test, it can describe whether WhatsApp Group Application is effective or not.

d. Questionnaire

According to Ary et.al (2002: 56), a questionnaire is an instrument in which respondents provide written response to questioner mark items that indicates their response. The questionnaires implemented in this research were open-ended items. It was aimed at gaining the students' response on the teacher's WhatsApp Group . The questions in the questionnaires used *bahasa* to make the students feel comfortable in expressing their opinions. From the students' response, it can be known how well the students understood about WhatsApp Group Application.

III. FINDING AND DISCUSSION

After the research was done, the writer analyzed the data they have gotten. There are two scores of the students. They are

pre-test and post-test scores. The pre-test was done on 12 May 2017. The pre-test was taken by seventh grade students especially class VII-F at SMPN 2 Kediri. It consisted of 35 students. the test it self was conducted in the form of written test. It consist of written descriptive text.
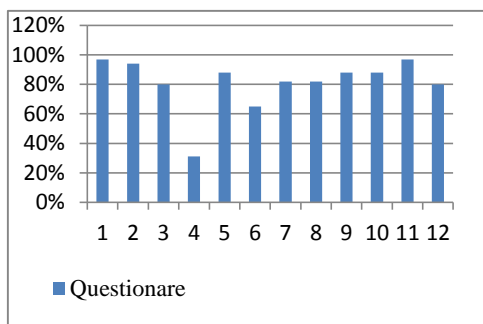
The Result of t-table and t-score

d.b.	t-score	1%	5%	Alternative Hypothesis (Ha)
34	14,098	2,438	1,690	Accepted

Based on the calculating above, if the t-sore > t-table and the level of significant is 1%, it means that is very significant, so Ho is rejected. If the t-score > t-table and the level of significant is 5%. it means that it is significant, so Ho rejected. It can be seen thtat t-score 14,098 and the degree of freedom (d.b.) is (N-1) = 35-1 = 34. Finally, the t-table is 2,438 at the level of significance is 1% and 1,690 at the level of significance is 5%. It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very effective of WhatsApp Group Application to seventh grade students writing ability of SMPN 2 Kediri.

Result of the Questionare

Based on the table above, there are some statements that reach the percentage criteria of the students' perception toward the teaching writing using WhatsApp Group Application. The students agree that this WhatsApp help them to write paragraph easily and it can give them great benefit in learning English mainly in learning writing. Those perceptions have been clearly stated on the students' answer from the statement 5 and 9. Moreover, 88% of the students answer "yes" toward the statements on the questioner which declares that WhatsApp Group Application is effective in helping them to gather up their idea during the writing process, it also helps them to develop the idea into paragraph, construct the draft into coherent paragraph, and also it helps them to evaluate their own paragraph.

The students also agree that the WhatsApp Group Application that had been used by the researcher is interesting. Therefore they are eager to write their own paragraph without feeling anxious and worry. Then, 97% of the students stated that they are very happy to learn writing through this strategy. Based on the result of the questioners, there is a statement that got low score; it is statement No. 6 "*saya lebih suka berdiskusi menggunakan WhatsApp ketika ada tugas*". The students still got the problem with the connection of the WhatsApp, because not all of the student standby on the WhatsApp.

The researcher concludes that students are interest with this activity; they also agree that WhatsApp has helped them in composing their writing mainly in prewriting stage which covers the development of the idea on the topic and the construction of the paragraph. The students also declares that they are happy composing their paragraph using WhatsApp Group Application because it is interesting and the instruction that appears in the WhatsApp is easy to run, the student will easy to sharing in one group everywere without need the energy. But in other case there is some problem that students have, that is the connection of the internet but totaly they can got the internet easily from the hotspot.Moreover, the students feel motivated in writing after they were being introduced with this strategy.

WhatsApp Group Application can help the students understand about the meaning of word on the learning process. Because when the WhatsApp applied can increase the students' motivation, they feel that the mobile phone can be use to support on their learning and also they can do it anytime and anywhere they want. It is supported by (Yu, Tian, Vogel, and Kwog, 2010).

A study conducted by Yu, Tian, Vogel, and Kwok (2010) reported that online discussions between students through social learning communities networked through an artifact, such as mobile learning communities, clearly improved students' social connections, improved their self-esteem and boosted their learning performance.

The conditions when the writer did this research, most of the students lazy to study because the students think difficulties in english. The problem came from the students' difficulties to understand meaning of word. some students would say that they forget what the meaning of word. On the other hand, WhatsApp can beuse in every places that connected with internet. students couldshare with other friend directly, and the teacher can monitor the activity or giving some exercise. all of the students will

started to discuss together ,the students will got happy when they learned using their mobile phone through WhatsApp . It is Supported by.

Instant messaging is considered an effective tool for learning and teaching through social interactions (Gillingham & Topper, 1999). also Magrath(2003) stated that "writing today is not a frill for the few, but an essential skill for the many" .Toachieve this goal of increasing writing skills, WhatsApp electronic journaling was examined as amethod to help the students develop their writing skills.

The use of WhatsApp as a media in learning such as Group of WhatsApp is a model of the way to make student feel confident in other ways, they can discuss with their friends and their teacher out of the class, the students also can ask some material that they didn't understand when the teacher was teaching in the school but the student embarrase to ask in the classroom, they can continue the learning in Group of WhatsApp. It supported by (Evans, 2008):

Moreover, applying portable technologies have been demanded by most of the modern learners who oftentimes are forced to study anywhere and anytime, for example, at

work, in the bus or at weekends (Evans, 2008).

WhatsApp can bring the formal situation to the informal situation that can make the students have self confidence, the student is like to active on their mobile phone among in the classroom, they can expres freely using WhatsApp, and it can motivate to the students to learn english with the interesting media.

Riyanto (2013) claims that WhatsApp can be used not only to socialize with friends, but also to study and even learn a new language. He uses the example of English by stating non-English students are able to learn English faster, better and more fun by joining a WhatsApp group with fellow students and teachers. The teachers then are able to post small assignments and ask students to complete them by using one of the possibilities WhatsApp offers. In this way, students are able to read English and are obliged to answer in English, which improves their English language skills. Because WhatsApp is free, everyone using a Smartphone will be able to participate.

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