

**ARTICLE**

**THE EFFECT OF WHATSAPP TO ELEVENTH GRADE  
STUDENTS' WRITING OF SMK PGRI 2 KEDIRI  
IN THE ACADEMIC YEAR 2018/2019**



**By:**

**ANGGI BAGUS PRASETYO**

**14.1.01.08.0044**

**Advisors:**

**1. Drs. Agung Wicaksono, M.Pd.**

**2. Khoiriyah, M. Pd.**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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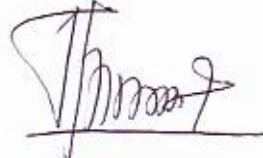
**The undersigned below:**

Name : Anggi Bagus Prasetyo  
NPM : 14.1.01.08.0044  
Phone Number : 085784448151  
Email : anggibagusprasetyo788@gmail.com  
Title : THE EFFECT OF WHATSAPP TO ELEVENTH  
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Faculty – Major : FKIP – English Education  
University : University of Nusantara PGRI Kediri  
Address of University : Jl. K.H. Achmad Dahlan No. 76 Kediri

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Knowing		Kediri, Januari 28 <sup>th</sup> , 2019
Advisor I  Drs. Agung Wicaksono, M. Pd. NIDN. 0711076802	Advisor II  Khoiriyah, M. Pd. NIDN. 0719017501	Writer  Anggi Bagus Prasetyo NPM. 14.1.01.08.0044



# THE EFFECT OF WHATSAPP TO ELEVENTH GRADE STUDENTS' WRITING OF SMK PGRI 2 KEDIRI IN THE ACADEMIC YEAR 2018/2019

Anggi Bagus Prasetyo  
14.1.01.08.0044  
FKIP – Pendidikan Bahasa Inggris  
anggibagusprasetyo788@gmail.com

Drs. Agung Wicaksono, M.Pd.  
Khoiriyah, M. Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

## ABSTRACT

This study was designed to investigate the effect of WhatsApp on students' writing of SMK PGRI 2 Kediri. The subject of the research was 30 female students of XI Banking I class of SMKN 2 Kediri in the academic year 2018-2019. This is pre-experimental quantitative research with one group pre-test post-test design. The data collected by comparing results of pre-test and post-test with the mean score 4.167 and standard deviation 2,276, and then the data analyzed using Paired Sample T-test on IBM SPSS Statistic version 23. The result showed that t-score 10,029 with the significance (2-tailed) value was higher than t-table at the level of significance 0.01 which was 2,462. It can be concluded that WhatsApp has significant effect on students' writing of SMK PGRI 2 Kediri in the aspect of grammar, generic structure, and mechanics. For the teachers who interested in applying WhatsApp on teaching learning process, it is suggested to prepare more time in order to cover all the students' problems.

**KEYWORDS:** Writing, WhatsApp.

## I. INTRODUCTION

Writing is one of the most effective ways to deliver and express messages, because in writing if anyone has not understood, the reader can read and repeat again until the reader is familiar with the opinion what is being delivered. As Miftahul (2015) "Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others."

In fact, to communicate and express our thoughts, feeling, and opinions to the other in writing is not easy. There are take times to make opinions and write down compared to messages directly because we have to pay attention to how to write well and deliver the message correctly in order to the reader understand with the messages. Thus, some people argue that this activity is applied altogether. In addition, Harmer (2007: 113) who says

that writing is very complex for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, use of punctuation. Thus, this skill becomes more difficult for students because it needs hard planning and organizing choice to produce word sentences, paragraphs at the same time.

Therefore, writing is the skill of the students to organize the ideas from paragraph to others and student to connect clearly and integrated so that is meaningful. Sometimes, some students can write the text, but many students can write text that is correct with the structure and features of the text itself. It can be a bored lesson and difficulty activity for students. According to Ricard and Renandya (2002: 303) say "There is no doubt that writing is the most difficult skill for L2 learners to masters not only in generating and organizing ideas, but also in translating ideas into readable text".

In addition, according to Pertiwi see in (Hesthi 2016: 1) said "The difficulties are poor organization, unstructured content, incorrect grammar, word choice and mechanics, such as spelling, capitalization, and punctuation". According to Asrif (2015: 2) states "There are many students find difficulty when

asked to write because they do not how to start and what topic should choose. Besides, uninteresting topic and unsuitable teaching techniques can influence students' interest in writing English".

The available of instructional media help the English teacher in the teaching process. As stated by Smaldino et al (2004: 12) that certainly, properly designed instructional media can enhance and promote learning and support teacher-based instruction. Teacher can effectively use instructional media to support their teaching process. Many types of instructional media that can be used by teacher. There are six basic types of instructional media that proposed by Smaldino et al (2004: 10): text, audio, visual, motion media, manipulative object, and people. Those are considered as offline media, since to use them, teacher do not need to use internet connection. However, with the increase of new technology, teachers also start to change their media into mobile media.

The use of mobile phone in the teaching learning process has been very popular. Martin and Ertzberger (2013) studied the difference between the use of computers and mobile phones in a classroom setting and found that students show more enthusiasm towards mobile devices.

Moreover, teachers and students show the positive respond toward the use of mobile learning tool. Han & Keskin (2016) stated that the application of mobile devices in classrooms has been welcomed by both the teachers and the students. Several applications providing conversation in real time have appeared recently and have spread worldwide within just a few years, as can be seen with the case of “WhatsApp” and its benefit in teaching learning process. Using WhatsApp can reduce students’ anxiety on writing (Han & Keskin, 2016).

Mobile learning offers an environment where learners can ubiquitously negotiate meaning, reflect and evaluate on their own performance through authentic interaction and feedback (Vaca & Martfnez, 2017). Therefore, using mobile learning tool can boost student’s confidence since they don’t have to worry to make a mistake. Moreover, they feel more secure since they already familiar with the mobile learning tool. It also helps the teacher to make the learners practice outside the classroom, yet, the teacher can keep eye on them.

Those problems are also faced by Eleven Grade Accounting students of SMK PGRI 2 Kediri. This school is popular for its accomplishment in every

aspect of knowledge, especially Accounting class. Last time, they got the 1<sup>st</sup> winner of speech contest and 3<sup>rd</sup> place of story telling contest held by SMK Brantas Malang on July 2018. Despite their great accomplishment they do not have good performance in writing skill. They are lack of vocabulary mastery and can not express their ideas in English. Furthermore, they have less ability in writing English correctly.

The most of students' error is in punctuation marks and sentences structure. It is noted that most of them memorize punctuation rules but do not know the rules. At the same time, students get bored when the teacher teaches them these rules on the white board. They feel they are useless and waste of the time. So, there should be a new media to encourage them to get involved in a learning program for it. However, there is a point of this school. They are already common with online learning and mobile phone is not prohibited in this school. That is why it is possible to use WhatsApp to teach writing in Eleventh Grade Accounting students of SMK PGRI 2 Kediri.

## II. METHOD

This study used quantitative as the research approach since basically this study gathered and statistically analyzed numeric

data. As defined by Ary et. al (2010: 39) that Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data. The technique of this study was pre-experimental research with one-group pre-test post-test design. The data was collected through writing test on pre-test and post-test.

This research was carried out at SMK PGRI 2 Kediri which located on Jl. KH. Abdul Karim NO. 05 Kediri, Jawa Timur. The total 30 female students of XI Accounting I class participated in this research. The writing test was used to measure students' writing skill. The students had to write a descriptive text on the paper given. In this test, the aspects of writing which being concerned was grammar, generic structure, and mechanics. Those aspects of score are in the range of 2 up to 5 with the maximum score 15.

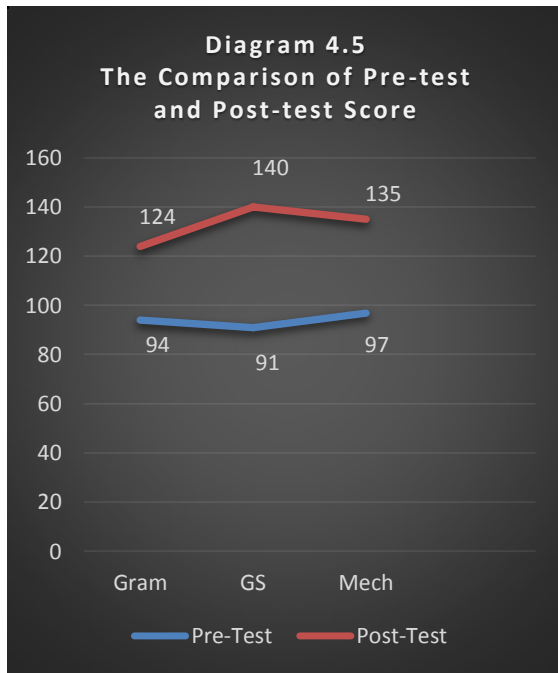
There were three processes on collecting the data in this research that were pre-test, treatment, and post-test. Firstly, in the pre-test, the students did the writing test. They had to write a descriptive text about male Indonesian artist. After the pre-test score collected, the treatment in which WhatsApp was used as

the media was held once. The treatment was focused on grammar, generic structure, and mechanics aspect. The last, post-test was held after the treatment to measure student's writing skill after being taught using WhatsApp.

Finally, the result of the test was analyzed statistically using Paired Sample T-test on IBM SPSS Statistic version 23. As Gupta (1999: 4) said that the paired sample T-test is the method used for comparing means that incorporate the use of the mean's dispersion. So basically, it is used to compare the means of two variables for a single group. In this case, it is used to compare the pre-test and post-test score of students' writing test.

### III. FINDING AND CONCLUSION

After all the data were collected, it was found that the students' scores were improved. Their scores were improved in the aspect of generic structure, mechanics, and especially grammar. It can be seen in the diagram below.



From the diagram above, can be seen that there is some increase of each aspect in speaking. The grammar aspect increased 30 points after were taught using WhatsApp. The generic structure aspect increased 49 points in the post-test. The mechanics aspect increased 45 points after were taught using WhatsApp.

**Table 4.3**  
**The Mean Score of Pre-test and Post-test**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	91.23	30	9.424	1.721
Pretest	62.40	30	9.669	1.765

After the students were taught using WhatsApp, their scores increased. It can be seen from the mean score in the table above. It shows that in the pre-test, the mean score is 62,40. The mean score increased in the post-test which became

91,23. Therefore, the mean score increased 28,83 points.

To know the effect of WhatsApp on eleventh-grade students' speaking, the data from pre-test and post-test were analyzed using Paired Sample T-Test on IBM SPSS Statistic version 23. The result of SPSS calculation can be seen in the table below.

**Table 4.5**  
**The T-score of Pre-Test and Post-Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
P posttest - 1 pretest	28.833	15.807	2.886	22.931	34.736	9.919	29	.000

From the Paired Sample Test table above, it can be seen that t-score from pre-test and post-test is 9,991 with degree of freedom 29 in the significance (2 tailed) 0,00. To know the significance rate of WhatsApp on eleventh-grade students' writing, see the table below.

Table 4.6

Table of T-test based on Significant 1% and 5%

Df	T-score	T-table 1%	T-table 5%	Significant Ha	Ho
29	9,991	2,465	1,699	Very significant	Rejected

The table above shows that t-score is higher than t-table 1% and 5% in the degree of freedom 29. It means that the significance of Ha is very significant. In the other word, WhatsApp gave very significant effect on eleventh-grade students' writing.

#### IV. CLOSING

From this research, it was known that WhatsApp gave very significant effect to eleventh-grade students' speaking. However, in the application of this media, teacher needs to prepare much more time so he/she can cover all of the students' problem. The students also can use this media to practice speaking not only with the teacher but also with their friends in their daily life since they used this application all the time to communicate with their friend. In the end, this research can be used as reference for further research related with WhatsApp used as the media not only in the speaking skill but also for other skills of English in other level proficiency.

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