

## The Influence of Whatsapp Group on Descriptive Text Writing Ability of the Tenth Grade Students of SMK Al-Achyar in the 2019/2020 Academic Year

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### Abstract

The objective of the research is to know whether the students taught by using WhatsApp group get better descriptive text writing score. The research design of this research was pre-experimental research. The respondents of this research were the tenth grade students of TKJ class at SMK Al-Achyar, consisting of 19 students. To collect the data the researcher used test as the instrument. The data were collected through writing test. The test was given before and after the treatment. On the treatment, the researcher used WhatsApp Group as a media in teaching and learning writing descriptive text. The computation result of t-test was 6.93. The result of computation value was consulted to the *ttable* at 0.05 significant level, the *ttable* was 2.110. It was seen that the computation result (6.93) was higher than *ttable* (2.110) in the significant level 0.05. From the result above, it could be concluded that students taught by using WhatsApp group get better descriptive text writing score. The researcher suggested for teacher to use WhatsApp in teaching and learning process because it can help the students to develop their writing skill on descriptive text. Further researcher, could use this research as the references to conduct research in different time allocation, the level of class, school, and research design.

**Keyword:** influence, Whatsapp Group, Writing, Descriptive Text

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### A. Introduction

In the age of globalization, many aspects of human life are related to the use of technology. The development of information and communication technology provides the availability of media and unlimited resources in the form of internet and computer. For instance, in the present era learning does not have to be in the class by using conventional media but also learning can be integrated with internet and computer as well as other media of learning. The growing integration of education and technology require teachers to be more creative in conveying learning in the classroom. Mayasari et.al (2018) stated that one of the creative alternative learnings is multiliteration learning with collaboration techniques because this learning can develop competency in various sources of literacy both visual literacy, multimedia, technology, critical, cross curriculum, and diverse literacy resources around people's lives. It means that the use of sophisticated and modern facilities can explore the ability of students to think creatively and pleasantly. Multiliteration learning is also

inseparable from the use of multimedia technology. Technological advances provide convenience so anyone can use them.

Currently, the students are already familiar with the use of technology products such as laptops, smartphones, and other communication tools. This condition allows students to learn using the media. However, the students mostly use it for pleasure. Rapid technological developments make the interest of students to learn English is lower because some of the features in smartphones such as social media have distracted them. The social media is not only used for fun but also make them lazy to learn English.

In the current technological era, writing has become a daily activity. Most people write e-mail, messages on WhatsApp, and status on social media every day. Thus, Writing skills are very important in the present era because writing is a means of communication. It is so necessary to have writing ability in order to communicate with others well. Writing is also needed at all jobs. For example, a professional photographer. The main activity is taking photos for client needs. However, before the client chooses someone as a photographer, correspondence and communication via e-mail is needed. Without having the ability to write good e-mail, one has difficulty getting the right agreement with the client. Further, Indonesia has stepped up the era of Industry 4.0, which is characterized by all digitalization and automation. Although it has relied on technology, the writing skills that come from human ideas and it cannot be replaced by technology. Therefore having the ability to write is very important.

Writing is an instrument to express thought, feelings, opinions and ideas about certain experiences. The standard competence of teaching writing in senior high school is that the students are able to create and develop their abilities to write an appropriate English text. Referring to the English syllabus of Curriculum 2013, students of senior high school are taught simple present tense through various text such as descriptive text. Descriptive text is a text to describe something; it can be animal, person, things, place, and many others.

Writing is a very complex and difficult activity because in writing the students had to organize their paragraph, and between each other paragraph must be coherence and unity. Many aspects that must be considered in writing such as grammar, organization, vocabulary, content, and mechanic. (Rahmawati, 2017) stated that the difficulties in writing text happened because the students have no idea to write and lack of media to write a text. This problem was also found at SMK Al-Achyar when the researchers conducted observation, it was found that the tenth-grade students of SMK Al-Achyar in the 2019/2020 academic year encountered problem in writing descriptive text. The main problem is that students had low score in writing descriptive text. This happened because they had difficulties in organizing text, lack of vocabulary, and the other problem was that they did not have much time to practice writing especially in the classroom and also now students' writing interest is very low due to rapid technological advances. The students embarrassed to ask to the teacher because there is no closeness between teacher and students. The most complicated problem is the unavailability of learning media that make students are not interested.

The use of media is needed in teaching writing, especially in the industrial era 4.0 in which all of them have used the internet. Almost all students

have mobile phones that are equipped with social media application that makes it easier for students to communicate with the teachers. For example, Instagram, Facebook, Line, Twitter, Whatsapp, that have different features. It has been known that the most commonly used social media today is Whatsapp. Almost all students use this application in everyday life. (Appiah, 2016) stated that 46.7% of students use Whatsapp or more times per day. WhatsApp is a smartphone application that is currently popular and widely used as a communication platform. The most popular app in the present century is Whatsapp because it is fast and instant (Embi, 2016). The convenience of WhatsApp facilitates people to share and receive information easily.

The use of WhatsApp among students is very high so writing learning can be collaborated by using WhatsApp group. In addition, Whatsapp group can build emotional closeness between teachers and students, students and their peers. When emotional approach established it will arise good communication and arise sense of comfort. This will make students confident and feel free to spend what they have experienced. According to (Deshen, 2014) to know the students and create a comfortable atmosphere among them, we can use open-style discussions. In addition, the interaction between group members contributes to positive achievement. For example, when the teacher gives the material in the formal class and there is one student does not understand, and he is embarrassed to ask about the material submitted by the teacher then the student will ask through WhatsApp group. Through this media the students can share material and help each other when they are difficult to understand the material in the classroom. Whatsapp group provides positive interaction results for its members: helping each other and sharing material (Roman, 2016). The integration of learning through mobile phones will provide variations of effective ways of teaching writing. Through mobile phones technology will facilitate the process of teaching and learning because many changes in educational technology today (Yunus, 2015).

Based on these problems that found in the school, writing, and the use of Whatsapp the researcher intends to use WhatsApp as a media to facilitate learning through the use of WhatsApp group on writing descriptive text.

## **B. Research Method**

### **1. Research Design**

The research design used in this research was pre-experimental design. According to Sugiyono (2009, p.74), pre-experimental research design is divided into three designs, those are the one group pre-test and post-test design, the one group post-tests only design, and the last is the post-tests only non-equivalent design. The researcher use pre-experimental design because the researcher wants to compares the students' writing descriptive text score before and after the treatments through pre-test and post-test. Moreover, this research would be conducted to one group Pre-test and Post-test design. The purpose of this design is to know whether the students taught by using WhatsApp group get better descriptive text writing

score. The design in this research was one-group pretest-posttest design. The one group pre-test and post-test design can be presented as follows:

Table 1. Table of Research Design

$O_1$	$X$	$O_2$
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Where:

$O_1$ : Pre-test

$X$  : Treatment (using whatsapp group on descriptive text writing ability)

$O_2$ : Post-test

Adapted from Sugiyono (2009, p.75)

## 2. The Research Area

Purposive method is used to determine the research area. In this research, the researcher used purposive area method because it can be very useful for situations where the researcher need to reach a targeted sample quickly. The research was conducted at SMK Al-Achyar. It is located at Jl.KH Khoiruddin Malar Macanputih, Macan Putih.

This school has 13 teachers. The researcher chose this place because the students already have android and use WhatsApp application.

## 3. The Research Respondent

Research respondent in this research was the tenth grade students in SMK Al-Achyar that is consist of 19 students from TKJ class. In this research was population research because in SMK Al-Achyar only has one class.

## 4. Data Collection Method

Data collection method is the way that can be used by the researcher in collecting data. The purpose of data collection method is to acquaint and guide the researcher through the process involved in data collection. In this research, the data is collected by using test. Test is an instrument to measure the ability of person. Sugiyono (2009, p.148) states instrument is the tools used by the researcher when conducting a research method.

In this research, the researcher used test to collect the data. The test type is an essay test. The test do for getting the objective data of students' writing score in writing descriptive text by using WhatsApp group and to measure the aspects in writing such as content, organization, grammar, vocabulary, and mechanic.

Table 2. Scoring Guide

<b>Content</b>	<b>5</b>	<b>Flowing style – very easy to understand – both complex and simple sentences very effective</b>
	4	Quite flowing style – mostly easy to understand – a few complex sentences very effective
	3	Style reasonable smooth - not too hard to understand

		mostly (but all simple sentences – fairly effective)
	2	Jerky style – an effort need to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences
	1	Very jerky – hard to understand – cannot enjoy reading – almost all simple sentences – complex sentences – excessive use of “and”
Grammar	5	Mastery of grammar taught on course – only 1 or 2 minor mistakes.
	4	A few minor mistakes only (preposition, article, etc.).
	3	Only 1 or major mistakes but a few minor ones.
	2	Major mistakes that lead difficult in understanding – lack of mastery of sentence construction.
	1	Numerous serious mistakes- no mastery of sentences construction – almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new word acquired – fairly appropriate synonyms, circumlocution.
	3	Attempts to use word acquired - fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonyms, circumlocution etc on a few occasions.
	2	Restricted vocabulary – use of synonym (but not always appropriate) imprecise and vague – affect meaning.
	1	Very restricted vocabulary – inappropriate use of synonyms seriously hinders communications.
Organization	5	All sentences support the topic – highly organized – clear progression of ideas well linked.
	4	Ideas well organized – links could occasionally be clearer but communication not impaired.
	3	Some lack organization – re-reading required for classification of ideas.
	2	Little or no attempt at connectivity – thought-reader can deduce some organization – individual ideas may be clear but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication.
Mechanic	5	Few (if any) noticeable lapses in punctuation or spelling.
	4	Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.
	3	Error in punctuation or spelling fairly frequent, occasional re-writing necessary for full comprehension.
	2	Frequent errors in spelling or punctuations leads some times to obscurity.
	1	Error in punctuation and spelling so severe as to make comprehension virtually impossible.

Adapted from Heaton (1975, p.109-111)

$$\text{Students' score} = \frac{\text{the value obtained}}{\text{the maximum value}} \times 100$$

## 5. Data Analysis Method

In this research, the data have been collected by using writing test. Furthermore, the result will be analyzed by using t-test. The writer analyses the difference of pre-test and post-test in writing descriptive text to determine the significance after the students being treated by using WhatsApp by t-test. The t-test formula used is as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SD_1^2}{N_1 - 1}\right) + \left(\frac{SD_2^2}{N_2 - 1}\right)}}$$

Note

t : value of t

$\bar{X}_1$  : Mean of post-test

$\bar{X}_2$  : Mean of pre-test

$SD_1^2$  : The variant value of post-test

$SD_2^2$  : The variant value of pre-test

$N_1$  : Number of Respondent (post-test)

$N_2$  : Number of Respondent (pre-test)

Adapted from Winarsunu,(2009)

After analysing the data the researcher was consult the data to the t-table 5% significant level to know whether or not the result is significant. If the result of t-test is higher than t-table it means the alternative hypothesis will be accepted.

## C. Conclusion

Based on the finding and discussion in chapter IV, it can be concluded that students taught by using WhatsApp group get better descriptive text writing score. It was proved by obtained score of t-test. The t-test showed that t-score (6,93) was higher than t-table (2,110) with degree of freedom 17 at 5% level significance. This data analysis is also strengthened by the average scores of students. The average score of the respondents' posttest result were 67, 79 which were higher than 39, 58 on pretest.

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