

THE EFFECTIVENESS OF WHATSAPP MESSENGER TO TEACH WRITING AT MA SEJAHTERA PARE - KEDIRI

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Abstract: *Teaching writing is not as easy as teaching reading or speaking. On some cases, it sometimes shows monotonous method so that most students feel bored; moreover, they do not understand the material at all. In teaching writing, the teacher must be creative to make students understand the material because writing is a difficult arithmetic number. It aims to determine if the method is effective to teach writing or not in this pandemic era. This research used is pre-experimental design with one-shot case study. In this research, the researcher took one class as the sample. The subject research is eleventh grade. The instrument used in this thesis was test. In collecting the data, the writer used pre-test and post-test. Before conducting post-test, the writer gave treatment. After getting enough data, the researcher calculated the data by using SPSS to find out the effectiveness of online teaching by using WhatsApp messenger in teaching writing of report text. Based on the result of the pre-test and post-test, it shows that there is a difference significance between pre-test and post-test and teaching writing by using WhatsApp messenger is one of the effective way. It is also supported by Dumanauw (2018) on the research. It shows that The use of WhatsApp to teach writing of recount text is succeeded in increasing students' writing achievement.*

Keywords: *Effectiveness, Writing, WhatsApp Messenger*

INTRODUCTION

The increasing need for schools will encourage teachers to accept better students in making the best schools for students. It also occurs in language learning compilations. The learning of language is one of the goals that the student must have the skills of writing. Writing skill also needs to be an

improvement because that is one of the empathy abilities in English as we know that one of the four competencies in language learning. To write has an eye for the components that must be done because the writer must pay attention to the correct word, develop cohesiveness between sentences, paragraphs, and punctuation, and

grammar. Based on complex activities, students reflect on problems in writing which are difficult to do. Namely, written as international language. In Indonesia, English is defiance to students to be learnt.

The writing may not be denied if students still think that students have the difficulties for applying in language skills. According to Rijlaarsdam (2004) written actions are complicated and painstaking. Actually, writing is a difficult arithmetic number only for students but also for teachers, this happens sometimes they lack the ability to write because writing we have to choose, mix vocabulary and tenses well to make allied writing, and can be read for others. In writing, new students must have the potential to compose the right sentence, understand the content, grammar, mechanics, etc. According to Yi (2009), writing is defined as a response to a given stimulus. In other words, it's the ability to adhere to style guidelines about grammar, associations, and punctuation. Beyond sentences, writing is the ability to form and incorporate statistics into a coherent and cohesive text.

However, practical skills, writing skills are very complex. Writing is a

particularly complex recreation because many processes occur at the same time: decisions about information mean construction, language building, product editing, and steady process monitoring. In composing sentences, it is necessary to consider several methods to get the top sentence. They have written before, planned, and revised the draft, and will write last. Apart from Harmer (2001) there are several levels of drafting, reviewing, redrafting, and writing. The writing process has four ranges, namely planning, composing, revising, and editing. Subjects become complex if their language skills are weak or poor.

Teaching writing is not easy. Complicated procedure is writing skill. According to Hedge (2000) the writing process is a gradual exercise involving levels that lay goals, generate ideas, help information, choose the appropriate language, draft, read, review, and then revise editing. And because English is only the native language that most students have to learn, they still have to translate their work into English, so it takes a longer process, extra practice, and a few steps to be able to make correct writing. According to Dean (2004) the

statement about the criteria for regulating correct is as follows: it has little to do with following the grammatical rules set by most English instructors, has correct spelling, does not have to have massive words, is universal, the latter has the best grammar, herbal combination combinations of short sentences and long sentences.

Teaching writing on assignments and criticizing student writing samples. In educating teachers to write, it can that the written product has been very focused on the filling system itself, this was stated by Harmer (2001). The reason for writing is to help students find their ideas, thoughts, thoughts, or opinions and students who are a little lucky are able to create writing that is comfortable to apply. Apart from writing, they also analyze to think. According to Tchudi and Yates (1983) Learning to write is to learn to think, and writing is specialized in enabling students not only to think, but to show the merchandise of their thoughts in a form that invites further contemplation. According to what is already available above, that may be revealed where the measure of them who only focus on how to write and create writing is the

best writing, but on the problem of how to maximize the ability to think genius too. This will help students use their minds.

Reasons for choosing, researcher selected this theme due to the fact it is hard to grasp after writing, reading and listening. Writing is difficult. However, it is important to master due to the fact students, writing has many features such as college students looking to get scholarships abroad and if college students want to work in global businesses, they need to write a utility letter in English. Writing additionally takes time and requires high efficiency in the manufacturing process. Students should also pick between their conversation, grammar and vocabulary. According to the cooperative, remembering by Trombley (2018) stated that writing was a tough aspect to do because in writing we needed to be focused, needed practice, needed perseverance, needed courage, and wanted assist in one paper. Writing is an exercise with the aid of the instructor should be filled by ideas and presented in ways, fresh, interesting and now not even tried.

According to existing problems in this pandemic era so that they cannot

study at the school or gather in one place. The teacher should solve the problem in order to teach and learn English especially running well. The problems faced by the students are the facilities; such as computer, laptop, and internet that are crucial facilities.

Because of the problems, the researcher thinks that one of effective way is by using mobile phone that is supported of WhatsApp application, and it is the alternative way of teaching and learning especially writing on the pandemic era. The research was made by researcher was deciding online teaching to teach writing because teaching writing is difficult for the students. The difficulty is that students cannot share their ideas on the paper or digital because most students are upset. It always makes them to think that they cannot make written text. The researcher in online teaching to teach writing to bring new techniques of learning that is not monotonous for students.

WhatsApp is the effective way of teaching writing. It supports by Riyanto (2013). He states that teachers can create a variety of writing activities in WhatsApp group to help students to develop their writing skills. They can

ask students to write comments on the topic of discussion or more complex writing activities if students have reached a high level of language proficiency. Students can also be asked to write any responses raised by the teacher in the group discussion of WhatsApp which can help them to improve their writing skills. The teachers can directly give correction if grammatically, there are any incorrect sentences. The teacher can send the picture of a place in WhatsApp and ask the students to answer “Where it is?” or ask them to write and describe the place.

The teachers can also assign the students to answer the question based on the text.

The researcher, therefore, affords a approach which the researcher goals to conduct a learn about underneath a title “The Effectiveness of Online Teaching by Using WhatsApp Messenger to Teach Writing in Report Text At The Eleventh grade of Ma Sejahtera Pare – Kediri”.

This research is aimed to find out the answer of three statements of the problem. Those are; (1) How is the students’ writing skill before being taught by using WhatsApp messenger

at the eleventh grade of MA Sejahtera Pare –Kediri?, (2) How is the students’ writing skill after being taught by using WhatsApp messenger at the eleventh grade of MA Sejahtera Pare –Kediri?, (3) Is WhatsApp messenger effective to be used in teaching writing at the eleventh grade of MA Sejahtera Pare – Kediri.?

METHODOLOGY OF STUDY

In this study using pre experimental design with research method by design one-shot case study Fathoni (2006).

	Pre Test	Treatment	PostTest
Experimental group	Y1	√	Y2

This research of conducting, the subject was taken by the researcher from students of MA Sejahtera Pare-Kediri in the academic year of 2020. The students of tenth grade are composed five classes. However, only one class was taken as subject of the research because of recommendation of the English teacher of the school. The class which was taken as the experimental class was the eleventh grade of IPS-1.

Data collection performs a very necessary position in the research.

While, data collection is achieved with the aid of looking at a situation, placing or interaction the use of constructed instrument Muijs (2004). To be aware of greater the important points of the test accomplished, the researcher put in plain words below to collecting data:

In collecting the data, the researcher used pre-test and post-test. The test that is given to the students must be valid and reliable first. To do the validity and reliability, validity concerns on five aspects: Content, Organization, Expression, Grammar, Mechanicals, and reliability concerns on using statistical measurement with the statistical components. Before conducting post-test, the researcher gave treatment.

The treatment is teaching writing by using WhatsApp. Here are the treatments (1) centering on the method of writing that leads to the ultimate composed item, (2) helping understudy to get it around their claim composition, (3) helping understudy to take after the stages of pre-writing, drafting, and re-writing (4) giving understudies time to write and re-write (5) placing central significance on the method of modification (6) letting understudies find what they need to say

when they compose (7) Giving students input whereas they are composing a content (not fair on the ultimate item) as they need to specific their thoughts (8) encouraging input from both the teachers and peers Include person conferences between instructor and understudy amid the method of composition.

The way of giving test, pre-test and post-test, is by using WhatsApp. The students must finish the test on 90 minutes. After getting enough data, the researcher calculated the data by using SPSS to find out the effectiveness of online teaching by using WhatsApp messenger in teaching writing of report text. It is used to find out whether there is significant different in the treatment class after being taught by using WhatsApp messenger.

RESULT AND DISCUSSION

The result can be shown as follows: The students' writing which is taught by WhatsApp messenger in only teaching is very good category of post with the mean score 81.06. This category based on Cohen's theory (1994) stated that the classification could make easier to show how many students got value in very good level, good level, fair level, bad level, and

very bad level. Here, there are pretest and posttest that the result had been collected by SPSS.

Pre-test

Pre-test was given to find out the students' ability in writing report text. The students who had been gotten the highest score of pre-tests was 80. However, 45 were the lowest score. The highest and lowest score in range was 35. The score of mean was 61.33, and 60.00 score was gotten by median score is as the deviation of standard that was shown was 7.514.while the standard deviation shown is 7.514. The number of the scores that appear in computation is in frequency. Those are 9 types of scores that the lowest to the highest will show. shows that 3.7% of valid or 1 student gets 45; 7.4% of valid or 2 students get 50; 11.1% of valid or 3 students get 55; 3.7% of valid or 1 student gets 56; 33.3%of valid or 9 students get 60; 25.9% of valid or 7 students get 65; 7.4% or 2students get70; 3.7%or student are getting 75; 3.7% or student gets 80. Most of student in pre-test got 60 and 65 for their writing on report text.

Post-test

Post test result, the highest score had been gotten by students in

post-test was 95. while the lowest score is 78. The highest and lowest score range is 17. The mean score is 81.06. The median score is 87.00 whereas the deviation of standard shown is 17.09. while the standard deviation shown is 17.093. Frequency is number of times the scores appear in computation. There are 8 kinds of scores shown from the lowest to the highest. It means that the students' writing result in post test is various. shows that 3.7% of valid or 1 student gets 78; 14.8% of valid or 4 students get 80; 22.2% of valid or 6 students get 85; 3.7% of valid or 1 student gets 86; 22.2% of valid or 6 students get 87; 7.4% of valid or 2 students get 88; 14.8% of valid or 4 students get 90; 11.1% of valid or 3 students get 95. Most of student in post test got 85 and 87 for their writing on report text.

Significant Difference of pre test and post test

After researcher was finding the test result, the significant difference the student writing in pre test and post test is calculated by SPSS version 16.0 that is used for analyzing the data. It shows the differences in value of mean between pre-test ($M = 61.333$, $SD = 7.514$) and post-test ($M = 86.555$, $SD =$

4.500). In order to know whether the test has different significance of the test was in paired sample t-test. The result was indicated on table that was 4.9. According to the results of hypothesis testing in on table obtained the value of Sig (2-tailed) has been lower than 0.05. Thus, there was a difference between pre and posttest. After knowing the result of paired samples test, we might conclude that Alternative Hypothesis (H_a) was received. Alternative Hypothesis (H_a) promised: using WhatsApp messenger was effective in teaching writing of report text for eleventh grade students of MA Sejahtera Pare-Kediri. Significance in value of sig. 2-tailed has been lower than level of alpha was 0.05. The different significance between both of pre and posttest was found. Thus, WhatsApp messenger is an effective of teaching writing on report text for eleventh grade students of MA Sejahtera Pare-Kediri.

This research aims to find out whether the effectiveness of using of online teaching by using WhatsApp messenger to teach writing on report text. After analyzing the results of pre-test and posttest used by paired sample t-test is calculated, and the result of t-

test shows in mean that it is a difference of value between pre-test ($M = 61.333$, $SD = 7.514$) and post-test ($M = 86.555$, $SD = 4.500$). In order to know whether pre-test and post-test has different significance in the test of paired sample-test. However, the results of hypothesis testing table obtained the value of Sig 2-tailed were lower than 0.05. Thus, there is a difference between pre-test and post-test.

CONCLUSION AND SUGGESTION

After the researcher had analyzed the data, the end of result is able to be shown: The writing of students that is taught by WhatsApp messenger in only teaching is very good category of post with the mean score 81.06. This category based on Cohen's theory (1994) stated that the classification will be making an easy way for showing in the amount of value gotten by students.

There are the significant differences between pre-test and post-test in writing. The result of paired samples t-test is as the proof which the value of sig. 2-tailed has been lower than alpha level of 0.05. WhatsApp messenger has been effective to be used for teaching English in writing. Especially, report

text is taught. We can look at test (2.028) of the result has been higher than t-test with degree of freedom. The result of test, we are able to decided that Alternative Hypothesis (H_a) is received, and Alternative Hypothesis (H_a) declares: using WhatsApp messenger is an effective to teach writing on report text for eleventh grade students of MA Sejahtera Pare-Kediri.

It is concluded that Alternative Hypothesis (H_a) was accepted. Alternative Hypothesis (H_a) states: using WhatsApp messenger is effective to teach writing on report text for eleventh grade students of MA Sejahtera Pare-Kediri. So, it is really recommended for the teachers wanting to get the improvement in writing of students to use WhatsApp in their process of teaching learning.

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