Using Whatsapp Group to Teach Students' Writing Recount Text of 11TH Grade of Senior High School at SMA N 14 Semarang

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Abstract

Writing requires hard thinking to produce ideas, words, sentences, paragraphs, and compositions. There are some texts in writing. One of them is recount text, recount text is a form of text that aims to retell an event with the aim of informing or entertaining. The Covid-19 pandemic had an impact on almost the whole world, especially in the field of education. WhatsApp is one of the applications used for daily communication. the use of WhatsApp is for delivering material in class or face-to-face and e-learning using electronic media learning. WhatsApp is an application that can help the learning process in the classroom and give a positive impact on the teachers and students, it makes the students do not feel bored and makes the learning process more interesting. The aim of this study to find out the achievement of students' writing skills who write recount text with and without WhatsApp application and the significance difference in the writing skills of the students who write recount text with or without WhatsApp application. The population is 36 students of group XI IPS 1 & 2 in SMA N 14 Semarang. The writers take two classes as a control class and an experimental class. The research instrument is test, there are two types of test, pre-test and post-test. Written test is use to collecting the data. After collecting data, there are significance differences between the class who taught using conventional learning and the cass who taught using WhatsApp application. The results of the study are the average value of the students who write the recount text without WhatsApp application was 77.4571, then students the average value of the students who write the recount text with WhatsApp application was 82.000, and based of the students score, the writers can conclude that WhatsApp application can raise significant increase students writing skills.

Keywords: writing, recount text, whatsapp application

Introduction

Most countries in the world use English as an international language to communicate. English in many countries is used on various occasions such as social, science, education, diplomacy, politics, international media, international industry, and international trade (Allan, 2008). In some countries have used English as their mother tongue, but in Indonesia English is considered a foreign language. As a foreign language, English is not used as the language of instruction and daily interaction, but English is used in formal settings, such as schools and universities.Learning English as a foreign language is gradually becoming more important in Indonesia, English is a compulsory subject taught in high schools. One of the goals of teaching English is to develop communication skills. These abilities include four skills: listening, speaking, reading, and writing. Students must master these abilities, one of them is writing. According to Ningrum et al. (2013), writing is complex to learn and to teach because it needs many skills. Writing requires hard thinking to produce ideas, words, sentences, paragraphs, and compositions. In writing class, the students need to express their feelings in a good way, they should express their ideas and emotions creatively so that readers can understand their writing. Based on Wijayatiningsih (2013) writing is a concept product from the author's orders grammar knowledge that can be developed from teacher manipulation and imitate models.There are some texts in writing. One of them is recount text. According to Munir (2013), recount text is a form of text that aims to retell an event with the aim of informing or entertaining. In the recount text, the sentence is usually organized according to time order. Al-Hafizh and Mulyani (2012) said that recount texts can not only be found in schools but also in real activities. There are many examples of familiar types of recount text. First, newspapers and report news that happened in the past. Second, a letter about the author's experience was sent to their family or friends. Third, the author's biographical or autobiographical. The last is a diary that retells the author's experience.The Covid-19 pandemic had an impact on almost the whole world, especially in the field of education. Kompas daily: reported on March 2, 2020, The President of Indonesia Jokowi, for the first time announced a positive case of the corona virus that attacked two Indonesian citizens (Arcana, 2020). Therefore, the government has made a new regulation to temporarily close schools to break the chain of the spread of the Covid-19 virus. This has caused several changes to the education system in Indonesia. The teaching and learning system is changed to online or distance learning, we must be able to adapt to new habits in teaching and learning activities. One of them is the media that we use for teaching and learning activities. One of the media that we can use is Whatsapp.Whatsapp is one of the applications used for daily communication. As many as 82% of users choose the Whatsapp application to communicate with other (Kheryadi, 2017). Based on my experiences while doing an internship most students already have Whatsapp as a teaching-learning media. Whatsapp application has more advantages, it's very easy to use, and requires a little internet access to operate it. Whatsapp also has a group chat feature that can make it easier for teachers and students to interact as stated by Bouhnik and Deshen (2014). In addition, Whatsapp can send and receive messages to individuals and groups, send pictures, audio files, video files, a link to the address, and can change the appearance pictures on individual profiles. Kweldju and De Alex (2013) states that the use of Whatsapp is for delivering material in class or face-to-face and e-learning using electronic media learning. WhatsApp is an application that can help the learning process in the classroom and give a positive impact on the teachers and students, it makes the students do not feel bored and makes the learning process more interesting.

From the explanation above, in this study, the writers will apply Whatsapp to increase students' interest in writing recount text. Therefore, the writers want to conduct a study entitled "Using Whatsapp Group to Teach Students' Writing Recount Text of 11TH Grade of Senior High School at SMA N 14 Semarang"

Literature Review

Review of Previous Studies

The first research by Asiani Dumanauw (2018) was entitled *"The Use of Whatsapp Application toTeach Writing of Recount Text"* and published by **Journal of Equatorial Education and Learning** Vol.7, No.12, December 2018, from Tanjungpura University. The aim of the study to improve students' recount text in writing skills through the use of WhatsApp for class X students of SMA Negeri 5 Pontianak for the academic year 2018/2019. The method of this research was pre-experimental research with single group pre-test and post-test designs. The research subjects were 35 people students of class X IPA 1, the researcher took samples using cluster random sampling. The data was collected through a written test. Referring to the research results show that the use of WhatsApp made a positive contribution to students' writing achievement of recount text. The use of WhatsApp to teach writing recount text is succeeded in improving the writing achievement of recount text students. Thus, the author recommends teachers to use WhatsApp in the teaching and learning process, not only teaching writing but also speaking, reading, and listening.

The second research was conducted by Evytha Tri Handayani (2020) entitled *"Students' Point of View on The Use of Whatsapp Group to Elevate Writing Ability"* and published by Journal of English Language Teaching and Learning (JELTL) Vol. 1, No. 2, December 2020, from Teknokrat University. English has been an important language nowadays. The role of the English language also has become the qualification of many people. However, many students state that English is not an easy language to master especially in Indonesia. Teachers also find it as a challenge in teaching English in Indonesia. They must have the appropriate technique and media for the students. One of the media that can be used by teachers to teach and engage students' participation in learning English is WhatsApp. This application is also popular among the students as instructional learning mobile medium, including as a teaching medium to teach writing for students. Besides it is easy to operate, many students are familiar with it. This research aimed to find out students' perspectives towards the use of WhatsApp group in improving students' writing ability. This study applied a descriptive qualitative study with 37 students of the English Education study program as the participants. The data instrument used in this research were questionnaire and interview. The findings show that teaching writing by using the WhatsApp group can bring positive effects and benefit during the teaching and learning process. Besides that, it can also develop students' writing ability. This result is supported by students' opinions which state many good responses to this media rather than bad responses. Moreover, the result also shows that the WhatsApp group is one of the appropriate learning platforms for education in Indonesia.

The last Final Project by Deri Nur Rohman (2020) in the final project entitled "*Experiment* Study *of Utilizing a Whatsapp Group as an Informal Channel to Teach Writing Recount Text"* and published by Institutional Repository of UIN Walisongo Semarang, from Walisongo State Islamic University. With the rapid advancement of technology and its effectiveness in various fields, especially for educational purposes, some teachers are

learning more deeply to apply technology in their teaching and learning process to build students' language skills in writing. not only on paper but also through social media. There are several studies that reveal that social media such as: Facebook, Twitter, Instagram, and Line, can be one of the media to overcome difficulties in writing.interested in doing research using Whatsapp in teaching writing. The purpose of this study is to explain the use of Whatsapp groups as an informal channel for teaching writing recount textin class X at SMK Muhammadiyah Purwakarta. This research method is a quantitative approach and applies quasi-experimental design. The population of students in the tenth grade SMK Muhammadiyah Purwakarta as many as 103 students, and the sample is 25 students in the experimental class and 20 students in the class control class. This research was conducted through: Procedure; the first is to do a pre-test for the experiment and control class. Then the treatment was carried out in the experimental class, and lastly, do a post-test for the experimental and control classes. Referring to the results of the study, it was revealed that the average post-test the experimental class is 73.44, and the control class is 65.4. Count obtained is 3.393 while ttable is 2.017. That means Whatsapp gives positive contribution to student achievement in recount writing text. The implications of this research provide useful information about how the procedure or how to teach writing through social Whatsapp media for readers, and also to increase student interest in writing.

From the explanation above, the similarities between the previous studies above and this research are the use of Whatsapp as a learning medium and increase in students interest in learning writing recount text and the differences between the writers and the previous studies. The first, the purpose of this study is to find out the achievement of students' writing skills before using Whatsapp, to find out the achievement of students' writing skills after using Whatsapp, to find out the significant difference in the writing skill of the students between those who are before using Whatsapp and after using Whatsapp. The second, subject of this study is XI grade students of SMA N 14 Semarang. Third, the method of this study is using quantitative methods. The researchers collected the data by using pre-test and post-test and the writers use SPSS to analyze the data.

Review of Related Theories

Mustapa and Noor (2013) state that writing is one of a part of four integrated skills in mastering English besides listening, speaking, and reading. Oshima in Marzulina (2018) suggests that writing is progressive activity, which means that when you write something for the first time, you already know about what you are going to say and how you are going to say it. According to Harmer (2007), writing can encourage students' focus to use accurate language, because writing will trigger language development that enters the mind and can solve problems.

The purpose of learning to writing is to guide and facilitate students by providing directions for producing writing and the sources of learning materials provided, such as worksheets and textbooks. Brown (2000), argues that "Teaching is facilitating and guiding students in learning, and ensuring the best learning conditions". The meaning of this opinion is that as a teacher, the teacher also participates. While teaching, the teacher not only teaches but also observes English sentences systematically and grammatically. So, the teacher's role is very important to improve students' writing skills effectively. According to Cogan (2006) recount text is written to retell events with the aim of either informing or entertaining the audience or the readers (or both). Students are expected to express their ideas about recent

experiences or events focused on informing the readers. According to Sari. et al. (2013), recount text consists of three types, namely: personal recount, factual recount, and imaginative recount. First, a personal story means telling about the author's personal experience. Second, the factual recount is actual event reports, such as science experiment reports, police reports. Third, Imaginative recount is making imaginative stories and writing down events or events that have occurred. The research will use personal recounts, students will write about their experiences. The purpose of recount text is to entertain or inform the reader. Based on Sugeng and Zimah (2007) recount texts have a social function or retelling events to inform or entertain the reader.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 with a system that is free of charge in an ad-free environment. As a means of sending and receiving messages to and from individuals or groups, WhatsApp includes a variety of functions, such as text messages, attached images, audio files, video files, and links to web addresses (Cohavi, 2013). In the context of the teaching and learning process, WhatsApp is able to help students interact with each other using English anytime and anywhere. In addition, WhatsApp is able to help students improve language skills such as speaking, writing, reading and listening (D'Eca, 2003).

Method

Research Design

Creswell (2017) defined that research design as a special procedure that is involve in a research process such as data collection, data analysis, and report writing called research design. There are three types of research that Creswell described which include quantitative, qualitative, and combined research. The three types of research have differences in each stage. In this study, the writers use quantitative research. Quantitative research is research that provide data in the form of statistical analysis. The writers who use quantitatively in their research could take several courses or training in measurement, statistics, and quantitative data collection in the form of experiments, correlational designs, or survey techniques. There are three types of experimental research: pre-experimental, real-experimental, and quasi-experimental. In this study, the writers use a quasi-experiment with pre-test and post-test as a way of collecting data. In a quasi-experimental design, two groups are consisting of the first group as an experimental group which will be assessed using treatment, and the other group as a control group which will be assessed without using treatment. At the start of the experiment, both groups will give the same pre-test. And at the end of the experiment, both groups will give the same post-test as well. But before giving the post-test the experimental group will be given a treatment.

The design of pre-test and post-test experimental and control group is illustrated as follow:

Table 3.1 Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST

Experimental	O1	X	O2
Control	O3	-	O4

(Arikunto, 1990)

Where:

O1   = Pre-test of the experimental group

O3   = Pre-test of the control group

X   = Treatment of experimental group

O2   = Post-test of the experimental group

O4   = Post-test of the control group

(Creswell, 2017)

Research Instrument

The writers collected the data from the test. In this study, the writers used a written test to write recount text based on the students experience during lockdown. The test will divide pre-test and post-test.

1. Pre-test

The pre-test was a test conducted by students before receiving treatment. The pre-test was carried out in two study groups, namely the experimental group and also the control group, this was done to find out how the basic abilities of students in writing recount text, the researchers asked the students to write recount text about lockdown situation.

2. Treatment

Treatment is the act method of handling someone or something. Treatment had been given to experimental group before they did the post-test. After the treatment finished, the writers gave the post-test to find out the students' writing ability before using the treatment and after treatment. The writers gave treatment also to find out the strategy is successful or not.

3. Post-test

Post-test is a test that were given after the students were given the treatment of WhatsApp group for experimental group and also control group. The writers gave the post-test to the students and it was used to measure the achievement of students' ability in writing after teaching using treatment.

Data Collection and Data Analysis

In collecting data, the writers measured the students' writing ability through the tests given about recount text. Students were given two tests, namely a pre-test at the beginning of data collection and a post-test at the end. The steps for systematic data collection were as follows:

1. Pre-test

   The first step is pre-test. Before being given the treatment for experimental group, The writers gave the pre-test to both group.

2. Treatment

   After pre-test, the treatment was given to the experimental group. In using WhatsApp Group focused on experimentation using pre-test and post-test to students. Writing text given to the student is a form of recount text.

3. Post-test

   Post-test is a test that is given after the students are given the treatment of WhatsApp group for experimental group but also control group. The researchers give the post-test to the students and it was used to measure the achievement of students' ability in writing skills after teaching using treatment. The writers predicted that the post-test result would be superior to the pre-test or treatment outcome. As a result, the students find the strategy to be successful and useful.

Finding and Discussion

1. The writing recount text of the students exposed to conventional learning

The student's ability in writing recount text taught with conventional learning was presented by their score pre-test and post-test. The student's score of pre-tests and post-tests in the control class was presented in the chart as follows:

Table 4.1 Description of Pre-Test and Post-Test Data for Control Class

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
PRE-TEST CONTROL CLASS	36	77.0278	1.74824	72.00	82.00
POST-TEST CONTROL CLASS	36	78.1111	2.37580	72.00	85.00

Based on the data from observations made on 36 students, it shows that the average value of the student's pre-test is 77.02 with a standard deviation of 1.74, while the average value of the post-test of students is 78.11 with a standard deviation of 2.37. This shows that the average value of writing skills in English after using traditional assessment in English learning is higher than the average ability to write in English before using conventional learning in teaching recount text.

1. The writing recount text of the students exposed to WhatsApp group learning

The student's ability in writing recount text taught with WhatsApp group was presented by their score pre-test and post-test. The student's score of pre-tests and post-tests in the experimental class was presented in the chart as follows:

Table 4.2 Description of Pre-Test and Post-Test Data for Experimental Class

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
PRE-TEST EXPERIMENTAL CLASS	35	77.45 71	3.00336	70.00	82.00
POST-TEST EXPERIMENTAL CLASS	35	82.20 00	2.19357	80.00	92.00

The test results above show the average pretest score is 77.45 and 82.20 for the posttest average score. This shows an increase in the value where the post-test value is higher than the pre-test value. So, it can be concluded that there is an effect of learning method X on learning outcomes.

2. A significant difference in the writing recount text of the students between those who are exposed to conventional learning and those exposed to WhatsApp group in writing recount text

The following table is the result of the data description of the improvement in the control and experimental classes-based Wilcoxon test.

Table 4.5 Description Improvement for Control Class and Experiment Class

Test Statisticsª	
	POST TEST CONTROL CLASS - PRE-TEST CONTROL CLASS
Z	-2.707ᵇ
Asymp. Sig. (2-tailed)	.007
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

The Wilcoxon test output table is known to have a significance value of $0.007 < 0.050$, so as the basis for decision making in the Wilcoxon t test, it can be said that Ho is rejected.

Thus, it can be interpreted that there is a significant difference between the average pre-test value variable and the post-test value variable.

Test Statistics[a]	
	POST-TEST EXPERIMENTAL CLASS - PRE-TEST EXPERIMENTAL CLASS
Z	-4.873[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	

Based on the Wilcoxon test output table, it is known that the significance value is 0.000 < 0.050, so as the basis for decision making in the Wilcoxon t test, it can be concluded that Ho is rejected, Ha is accepted. Thus, it can be interpreted that there is a significant difference between the average pre-test value variable and the post-test value variable. So, it can be concluded that there is an effect of learning method X on learning outcomes.

Discussion

In this section, the writers describe the results of the research findings above as follows:

1. To find out the achievement of students' writing skills in recount text before using WhatsApp group

   Using WhatsApp group to teach students' ability in writing recount texts before using WhatsApp group was quite low. This result was obtained by the writers based on the students' pre-test scores. The lowest score is 70 the highest score is 82, the average is 77.4571, the standard deviation is 3.00336.

2. To find out the achievement of students' writing skills in recount text after using WhatsApp group

   Using WhatsApp group to teach students' ability in writing recount texts before using WhatsApp group was good compared to before. This can be seen from the students' post-tests scores on the data obtained by the researchers In the post-test given by the researchers to the students, The lowest score of student was 80, the highest score of Students was 92, the average value was 82.2000, and the standard Deviation is 2.19357. From the results obtained by students after using the WhatsApp group, it shows that students can write recount texts better.

3. The significant difference of the student's skill in writing

   Recount text before and after being taught using WhatsApp group Using WhatsApp group to teach students' ability in writing recount texts showed a significant improvement. These results indicate that the use of these techniques can improve students' ability in writing recount texts based on the data obtained by the researchers.

The use of WhatsApp group media in learning can make it easier for students to Organize ideas, develop ideas, and help to start writing.

Conclusion

Based on the result of writing test, there are three conclusions as follow:

1. The ability of group XI IPS 2 at SMA N 14 Semarang without using the WhatsApp group as a media for learning to write recount texts is quite low. This can be seen in the student's average value of pre-test score was 77.4571.

2. The ability of group XI IPS 1 at SMA N 14 Semarang in writing recount texts with using the WhatsApp group as a learning media increased and students were more proficient in writing. This can be seen from the average score of the students' post-test, which is 82.2000.

3. There is a significant difference in students' writing skills with and without using the WhatsApp group as a learning media. This can be seen in the results of the T-test which shows the sig(2-tailed) between before and after is $0.000 < 0.050$. So, it can be concluded that there is a difference in student results between with and without using WhatsApp group. The use of the WhatsApp group as a learning medium helps students to understand, develop ideas, and make examples of recount texts easier. This can be proven in the acquisition of the average score of students during the pre-test is 77.4571 while the average value obtained by students during the post-test or after being given Treatment is 82. 2000.In addition, the results of the T-tests how the sig (2- tailed) between before and after is $0.000 < 0.050$. So, it can be concluded that the raise significant increase in students based on the Scores obtained before and after being given treatment using the WhatsApp group media.

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