Using Whatsapp Group to Improve Students' Writing Skill in Descriptive Text (A Pre-Experimental Study at The Seventh Grade of SMP Negeri 4 Satu Atap Sale Academic Year 2021/2022)

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Abstract.

This is a pre-experimental study to see how far students' writing skills have improved before and after being taught in Whatsapp groups. In addition, the purpose of this study is to learn about students' opinions on the use of Whatsapp groups. A quantitative technique is used in the research methodology. The study included 25 seventh-grade students from SMP N 4 Satu Atap Sale as participants. The research tool is a test, namely a pre-test and a post-test. The average pre-test score before therapy was 61.68, while the post-test score after treatment was 79.63. The result of the t-test was 14.73, and the value of the t-table was 2.064. As a result, the t value in the table is more than the crucial value (14.73 is greater than 2.064). It may be stated that there is a considerable difference in students' writing abilities before and after using the Whatsapp group to teach them. On the other hand, the result of students' perceptions of the Whatsapp group's implementation is that the majority of students agreed on the features and benefits of the Whatsapp group.

Keywords: descriptive text, whatsapp group, writing skill.

Introduction

Everyone needs to know how to write. Writing is the act of putting thoughts and ideas down on paper in a readable format. Writing is very crucial for educators to know about the teaching of English learners, according to Cole and Feng (2015: 4). Writing is one of the issues that can stymie a student's progress. Thoughts and expertise collide in writing to generate a unique meaning. As a result, it can be inferred that writing is an important part of language.

Writing encourages children to concentrate on correct grammatical usage. Students may gain language skills as they answer challenges written in their brains while they write. Students have more time to consider when writing than they do when participating in speaking activities. Students can use dictionaries, grammar books, and other reference materials to help them find what they already know in their heads. Harmer et al., 2004.

This study was carried out at junior high school. For pupils, writing has become a serious issue, with issues such as a lack of vocabulary, a lack of comprehension of text structure, and the inability to construct sentences with proper grammar. Teachers face a difficult task in improving pupils' writing skills. As a result, the researchers experimented with several approaches to measure the extent of students' writing abilities.

It is tough to educate in schools during a pandemic like this. When students and teachers are unable to meet in person, the researcher is motivated to find ways to make teaching easier and more pleasurable. The WhatsApp group was used by the researcher to teach descriptive text. The researcher wishes to make use of the famous WhatsApp application, which is now being utilized by a large number of people.

The WhatsApp group was used as a medium for the study. The medium for this study is a WhatsApp group. The goal of this study was to see how far students' abilities had progressed before and after being trained to use WhatsApp. In addition, the purpose of this study was to discover about students' perceptions of the use of Whatsapp as a learning tool in descriptive texts.

Literature Review

Writing Skill

According to Cole and Feng (2015: 4), writing is a fundamental component of language. Writing apart from listening, speaking, and reading. English learners must master these skills. They must be able to express their thoughts in writing by developing ideas and engaging readers. Through writing, they can also transfer information and knowledge to others.

According to Harmer (2004: 86), writing is one of the language skills that is important and interesting. writing is a process that is affected by genre constraints, and some elements are present in learning activities.Writing also serves as communication to ask some information to others. "Writing is a technique to construct language, which is natural while speaking," says Meyers (2005:2). It's partly talent, but largely skill, and it gets better with practice, just like any other skill. Writing is also a process of identifying and organizing your thoughts, putting them on paper, then reshaping and reworking them."

According to the preceding description, writing is an activity used to express the contents of one's thoughts, feelings, ideas, or experiences. Writing is intended to be legible and serves as a means of indirect communication.

Descriptive Text

Descriptive writing is written to describe a certain person, place, or thing. Identification, description, and evaluation make up the schematic structure of descriptive writing. Furthermore, descriptive text has linguistic qualities, such as the usage of specific participants, writing in present tense, linking verbs, adjectives, and relational and material processes (Siahaan , 2013).

Descriptive text, according to Husna (2013), is literature that describes things in such a way that the reader or listener can experience what the writer feels through his six senses: appearance, smell, taste, action, taste, and sound. Place is the subject of this piece of writing. Students must have five skills in order to write descriptive texts: creating ideas, composing ideas, grammar, vocabulary, and mechanics.

Descriptive text contains descriptions, characteristics, and meanings of something, item, or concept. Feelings, places, things, and objects are all examples of descriptive writing. Based on the results of their writing test, the researcher describes the students' capacity to write descriptive text in this case.

Whatsapp Group

WhatsApp is a mobile instant messaging (MIM) program that is available to the general public. In 2009, WhatsApp made its debut. WhatsApp has grown in popularity in a number of countries during the last several years. WhatsApp provides for one-on-one conversation as well as communication in private groups. The quick sharing of text, images, audio, and video on people's mobile phones to facilitate interactive multimedia discourse.

According to Rosenberg and Asterhan (2018), there are various benefits to using WhatsApp group discussions in the learning process, including the ability to use it as a public or private communication channel, textual communication, and privacy concerns.

Personal or group chat, video calls, and story elements are just a few of WhatsApp's intriguing features. Students commonly use this tool to transmit multimedia messages such as text, photographs, videos, and audio. Because WhatsApp requires internet access, a lot of information is accessed in real time.

End-to-end encryption, free internet-based international calls, cross-platform interoperability, worldwide reach, and even a desktop version are just a few of WhatsApp's appealing features.

Benefits of Whatsapp Group

According to Alshammari, Parkes, and Adlington (2017), WhatsApp allows teachers to take a more facilitative role in their classrooms. Teachers can use all of the tools to help them with their English classes. The following are some of WhatsApp's features:

1. Message: Users are able to send free messages to their friends and family.

2. Voice and video calls: Users can talk to their friends and family from wherever.

3. Photo and video features allow users to share key occasions directly through WhatsApp by exchanging photographs and videos.

4. Documents: Users can quickly share documents. They can transmit PDFs, Word documents, Excel spreadsheets, and PowerPoint presentations.

5. Messages, photographs, and videos can be shared with up to 256 individuals at once with the Group Chat function.

6. WhatsApp Web and Desktop Features: WhatsApp users can easily sync all of their chats to their computer, allowing them to chat on any device.

7. Encryption from beginning to conclusion. By default, this feature is set to secure.

8. Voicenote is a tool that allows you to send voice recordings to others.

Researchers can draw conclusions about the benefits of learning using WhatsApp groups based on the preceding description. There are various advantages to joining a WhatsApp group, including:

1. Students were able to communicate with their teacher and peers, transmit data, and help learners feel more refreshed.

2. A welcoming social environment that fosters a sense of belonging and community.

3. When the kids began to assist each other with their queries, they were able to share information. The pupils collaborated as a group by establishing a discourse.

4. Easy access to learning resources, facilitator availability, learning anytime, anyplace, and teacher-student interactions.

5. Prompt responses

Method

Data collecting, data analysis, and report writing are all part of the research process, and study design is one of them (Creswell, 2012:20).
According to the preceding statement, research design is a conceptual procedure that includes measurement and data analysis when research is conducted. As a result, researchers concentrate on the design of experimental studies.

Real experimental research designs, factorial research designs, quasi-experimental research designs, and pre-experimental research designs are all examples of experimental research designs. The goal of the experimental study design is to see if there is a cause-and-effect link between two phenomena. The researcher used pre-experimental research in this work.

This study employs the technique of pre-experimental research. A pre-experimental research design is one that is not classified as a substantive experiment. The independent variable has no effect on the dependent variable, and there is no control variable in this design. The method of sampling in the pre-experimental design is not being chosen at random.

The type of pre-experimental study used by the researchers was one group pre-test and post-test. One group measures in the pre-test and post-test group designs. The pre-test is used to measure anything in an experiment before treatment, whereas the post-test is used to assess the abilities of participants in a test following therapy. The data is analyzed using a quantitative approach by the researcher. "A quantitative approach is one in which the researcher primarily uses post-positivist claims to develop knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement

and observation, tests, theory), using inquiry strategies such as experiments and surveys, and collecting data on predetermined instruments that generate statistics' data," according to Creswell (2003: 18).

Finding and Discussion

1. Students' ability of pre-test

In this part, the data of the finding are discussed in details. The researcher displays the results of the pre-test. The pre-test was conducted by 25 students. The number of students' pre-test scores before being taught using Whatsapp Group was 1542.

Table 1: The result of students' pre-test

	Score	Predicate
Maximum	70	C
Minimum	48	E
Mean	61,68	D

The researcher concluded that the student's writing ability failed. None of the students were at a very good level. In addition, the average pre-test of students before being taught using the pre-test was 61.68 and included in the poor category. It means that students do not fully understand.

The researcher added up each point from each aspect. After that, it is categorized in percentages. The results of the percentage of pre-test scores are as follows:

Graph 1: The percentage of the students' pre-test achievement before being taught by using whatsapp group
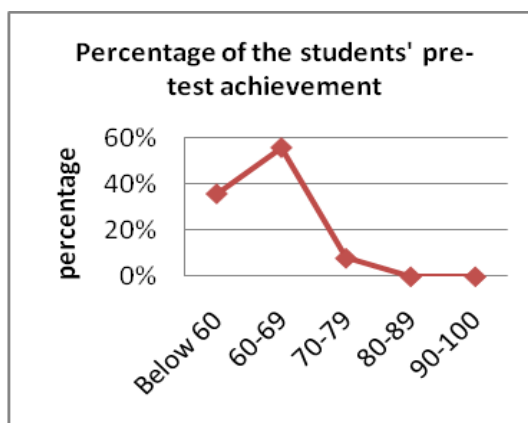
The graph above shows that the highest percentage of students' the achievement of the pre-test was in the score between 60-69 was 56%. Furthermore, 36% of students scored below 60. While 8% were students' scores of 70-79.

2. Students'ability of post-test

The researcher displays the results of the post-test. The post-test was conducted by 25 students. The number of students' post-test scores after being taught using Whatsapp Group was 1984.
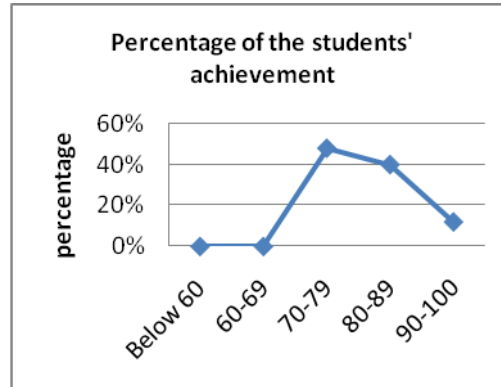
Table 2: The result of students' post-test

	Score	Predicate
Maximum	90	A
Minimum	70	C
Mean	79,36	C

The average post-test of the students was 79.36. Thus, researchers concluded that the students' speaking ability increased to a sufficient value. This achievement was obtained because students had been taught using Whatsapp groups.

The researcher added up each point from each aspect. After that, it is categorized in percentages.The results of the percentage of post-test scores are as follows:

Graph 1: The percentage of the students' post-test achievement after being taught by using whatsapp group

The graph above shows that the highest percentage of students' the achievement of the post-test was in the score between 70-79 was 48%. Then the next step, the researcher calculates the mean of students' post-tests after being taught using WhatsApp Group.

3. Students' Responses of the implementation of Whatsapp Group

Figure 1: The percentage of the students' responses of the implementation of whatsapp group
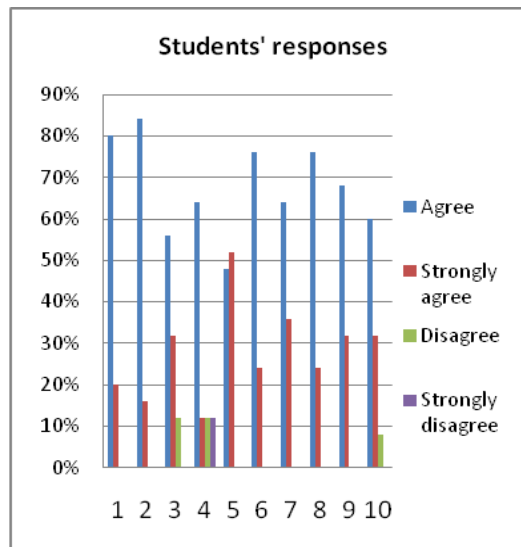
The researcher gave a questionnaire to 25 students. The questionnaire was about students' perception of the implementation of WhatsApp group in teaching descriptive text. This questionnaire contains 10 questions with 4 answer choices.

   The following is a summary of the results of the questionnaire:
1. Whatsapp group are helps students learning during the pandemic.
    From the statement above, 20 students chose "agree" while 5 students chose "strongly agree". The percentage agree is 80% while the percentage strongly agree is 20%.
2. Whatsapp group helps me in the process of interacting with the teacher in learning activities
    From the statement above, there were 21 students who chose "agree", while 4 students chose "strongly agree". For the percentage of agree is 84% while the percentage strongly agree is 16%.
3. Teachers can provide material in detail and easily understood by students using whatsapp group.
    From the statement above, there are 14 students who choose "agree", while 3 students choose "disagree", and 8 students choose "strongly agree". For the percentage of agree is 56%, the percentage disagree is 12%, while the percentage strongly agree is 32%
4. I feel easier to communicate with teachers than face-to-face when using whatsapp Group.
    From the statement above, there are 16 students who choose "agree", while 3 students choose "disagree", 3 students choose "strongly disagree" and 3 students choose "strongly agree". For the percentage of agree is 64%, the percentage disagree is 12%, the percentage strongly disagree is 12%, while the percentage strongly agree is 12%.
5. Whatsapp group is easier to use when learning compared to other Messenger applications.
    From the statement above, there were 12 students who chose "agree", while 13 students chose "strongly agree". For the percentage of agree is 48%, while the percentage strongly agree is 52%.
6. Students is easier to respond the material given by the teacher when using Whatsapp Group.
    From the statement lent above, 19 students chose "agree" while 6 students choose "strongly agree". The percentage agree is 76% while the percentage strongly agree is 24%.

7. Whatsapp group helps students interact with other students during group learning. From the statement above, 16 students chose "agree" while 9 students chose "strongly agree".
8. Students find it easier to send assignments given by the teacher via WhatsApp group. From the statement above, 19 students chose "agree" while 6 students choose "strongly agree". The percentage agree is 76% while the percentage strongly agree is 24%.
9. The feature of the WhatsApp group helps students during online learning. From the statement above, 17 students chose "agree" while 8 students choose "strongly agree". The percentage agree is 68% while the percentage strongly agree is 32%.
10 Students more easily and quickly accept the learning materials provided by the teacher. From the statement above, there are 15 students who choose "agree", while 2 students choose "disagree", and 8 students choose "strongly agree". For the percentage of agree is 60%, the percentage disagree is 8%, while the percentage strongly agree is 32%.

Discussion

The effectiveness of using Whatsapp groups to increase students' skills can solve the problem formulation, according to the study's findings. It can be observed from the outcomes of student learning before they were taught via Whatsapp groups that the average is 61.8. Student achievement continues to be dismal. It indicates that when pupils are asked to create descriptive writing, they still struggle. Many pupils are still unfamiliar with the structure of descriptive texts. Furthermore, the available vocabulary is still limited.

Students gain more information and knowledge after being taught through the WhatsApp group, which might aid them in understanding how to write descriptive language. Students will have a better understanding of the descriptive text's structure. Then, when compared to before therapy, the vocabulary that is owned after being taught is greater. This is demonstrated by the students' average post-test results after being taught utilizing WhatsApp groups, which is 79.36. These outcomes fall into the adequate category. As a result, the student's writing skill improved from 61.68 to 79.36 after being taught via WhatsApp group. According to the findings of the study, the average difference between before and after being taught utilizing WhatsApp groups is 17.68. As a result, there is a considerable difference in students' writing ability before and after using Whatsapp groups to teach them. The mean post-test and pre-test scores of students demonstrate this. The researcher then claims that using a WhatsApp group to learn to create descriptive prose is effective. Furthermore, the score is greater now than it was before the Whatsapp groups were used to teach. The researchers used the t-test to see if there was a significant difference before and after being educated utilizing the WhatsApp group. The t-test value is produced by utilizing the t-test formula to calculate it. The final score is 14.73. In the t-table, the critical value for the alpha level of 5% and df = 24 is 2.064. The calculated t value is 14.73. As a result, the t value is more than the table's critical value (14.73 > 2.064). This suggests that after being trained to use WhatsApp groups as an approach for teaching descriptive text writing, there is a large rise. It can help kids improve their writing abilities. As a result, Ha is accepted.

On the other hand, results students' perception of the implementation of whatsapp group in teaching descriptive text :
1. 80% of students agree that Whatsapp groups help student learning during the pandemic and assist in the process of interacting with teachers in learning activities.
2. More than 50% of students agree that using whatsapp group teachers can provide material in detail and easily understood by students.

3. More than 60% of students agree that using group whatsapp is easier to communicate with teachers than face-to-face.
4. More than 76% of students agree that using whatsapp groups, students are easier to respond to the material given by the teacher.
5. More than 60% of students agree that it is easier to send assignments given by the teacher via whatsapp group.

Conclusion

The mean result of the pre-test of students' writing skills before being taught via the Whatsapp group was 61.68, according to the findings of the study. It falls under the poor category. This demonstrates that the pupils' writing ability was quite low prior to being taught through WhatsApp groups. Meanwhile, after being taught by the Whatsapp group, the mean post-test result of pupils' writing skills was 79.63. It can be classified at a suitable level.

This indicates a difference of 17.68. Based on the average score, it can be determined that using Whatsapp groups aids students in improving their writing abilities. Before and after using Whatsapp groups to teach, there is a significant difference in student learning outcomes. The t-table value (5 percent; df=24) was 2.064, and the t-test result was 14.73. As a result, the t value is more than the table's critical value (14.73 > 2.064). This indicates that there is a considerable difference in students' writing ability before and after using Whatsapp groups to teach them.

According to the results of the survey, the majority of students agree on the characteristics and benefits of the WhatsApp group. The WhatsApp application, according to students, aids learning during the pandemic. Make it simple to deliver assignments, to communicate with professors, and to transmit and receive materials.

Furthermore, employing WhatsApp groups to teach writing skills helps pupils develop their abilities. When the teaching and learning process takes place in a WhatsApp group, this can be witnessed. It is easier for students to connect with researchers via chat when they are taught via WhatsApp, and students are more open to learning delivered via WhatsApp.

Acknowledgements

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