

Whatsapp Media To Improve 8th Grade Students' Writing Skills in "Daily Routine" Topic

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ABSTRACT

This research aims to find how the learning process using WhataApp media can improve writing skills on Daily Routine material for Junior School students for the 2023/2024 academic year in Semarang. It consists of 34 students. The subjects of this research were 34 class VIII students. It consists of 16 boys and 18 girls. The type of research is classroom action research. There are two research cycles, and every step has four stages. There are planning, implementation, observation, and reflection. The data of the research used observations, tests, and questionnaires. After collecting the data, the researcher did the data analysis. This research presents data descriptively and quantitatively. The results of this research show that students' skills in writing Daily Routine material have increased. It can be looked at by data analysis in each cycle. In the pre-cycle results, 18, or 53% of students did not get the standard score. In the first cycle, students were increasing their scores. There was an increase from the first cycle, namely 21 students, or 52%, who got a standard score from 34 students. After that, in the second cycle, there was an increase from the second cycle, namely 26 students, or 76%, who got a standard score from 34 students. This research shows that students' writing skills have improved with each cycle. Based on the results, the author concludes that the results of Whatsapp media standards can improve writing skills in students at the junior high school level, especially class VIII.

Keywords: *Whatsapp, Writing, Daily Routine*

1. INTRODUCTION

Nowadays, technology is ingrained in daily life. Since technology supports practically every part of life, they can't separate it. Communication is one problem. Mobile phones are a convenient way for people to communicate. Mobile phones enable people to access the internet and any other information they desire. All persons, including students, share the same condition. They essentially become inseparable from their mobile devices. Technology has radically changed our lives and the educational system. Everyone has a smartphone and uses apps like WhatsApp, Facebook, Twitter, Instagram, and Telegram. There is no denying that the generation's teaching has developed an addiction to these apps for social interaction and entertainment. They can chat, have a debate, and submit photographs, and recordings, sending the

text and other things through discussion groups. Teachers may plan all the activities that develop the student's English language proficiency while participating in class activities.

To maximize the usefulness of mobile phones for students' learning processes, this paper makes an effort to investigate the use of WhatsApp in English language classrooms. WhatsApp Messenger is an instant messaging program for mobile devices and the web that enables communication between users using media, including text, images, videos, and audio messages (Church & de Oliveira, 2013). It is a cost-free, simple-to-use, quick, practical, and private form of communication. Users can now send each other images, video, and audio communications in text messages. WhatsApp enables its users to

communicate with each other by sending messages through an Internet connection.

Numerous studies have shown that WA can be used to promote learning. Sartika (2018) researched the utilization of WA while watching the application of WA in blended learning to communication science students at STISIP Persada Bunda. The study findings demonstrate that WA is helping lecturers' and students' communication needs to support teaching and learning activities, such as assigning and dividing work. The WA group's staff can effectively communicate with one another, ensuring that the learning process goes as anticipated. In other studies, Zaenab (2021) looked at how WhatsApp could help students write better diaries. The study goal focuses on ascertaining whether whatsapp writing may help students become better writers. Students' knowledge of writing techniques is lacking. No additional time is provided to participants to practice writing. To give students more writing possibilities, the author picked whatsapp Daily activities Writing. According to Aburezeq (2012), WhatsApp Messenger has the following collaborative features multimedia, Group Chat, Unlimited Messaging, Cross-Platform Engagements, Offline Messaging, No Charges Involved Pins, and user name.

Additionally, it tries to enhance student's ability to work together to complete tasks and solve difficulties, especially in writing skills. The truth is that a lot of children dislike writing. They associate writing in a classroom setting with tedious assignments and a punitive atmosphere of criticism and unfavorable comments. Or, to put it another way, the fun is gone. However, students write a lot if one views writing as a type of textual communication. Shorter texts might become the way of practice for students who are not yet ready to compose essays. Circular writing is one exercise where students work together to write a story, one text message at a time. Each student produces one or two sentences before sending them to the next, who then adds another text until the finished story. Try experimenting with various text formats, such as daily routine/activity. Therefore,

this study aims to determine whether using WhatsApp helps students' writing skills. This study aims to (1) investigate how students' learning outcomes through WhatsApp can improve their writing abilities, particularly in daily routines, and (2) determine whether there is an improvement in the quality of students' handwriting by using WhatsApp.

2. RESEARCH METODE

This study employed a qualitative descriptive research methodology. The author has descriptively written the material. The result is present in writing with data in a table. The study aims are to (1) ascertain how students' learning outcomes using WhatsApp might enhance their writing skills, particularly in daily tasks, and (2) ascertain whether utilizing WhatsApp results in better handwriting among students and whether the research's methodology was PTK or classroom action research. In this case, the author did Class Action Research (PTK) consisting of preparation, implementation, observation, and reflection stages. Before receiving treatment, pupils struggled with choosing appropriate terminology and sentence structures when writing in English. According to Arikunto (2009: 18), action research is conducted at the teacher's place of instruction to improve and perfect teaching and learning. Researchers and teachers work together (the teacher also plays a role as a researcher). During research, the following tools are the Lesson Plan learning stages described in this lesson plan and a focus on the fundamentals of project-based learning for producing daily routine texts in English). The Learning Process Observation Sheet is used to evaluate the lesson learning. The document is the handwriting text of the student. The assessor uses the written material to gather information. A questionnaire, also known as a survey, is a tool that takes the shape of a list of questions or written statements that respondents must respond to or complete (choose) by the instructions for doing so (Sanjaya, 2015, p. 255).

First the authors collect the data, and then they analyze it. An eighth-grade

student-written "daily routine" is presented in the document. 34 8th-grade students at one of SMP in Semarang during the academic years 2023–2024 served as the researcher's source data for the topic "Daily Routine" and location. They act as the population sample. Utilizing writing assignments with the "daily routines" written text subject in cycles one and two was the writer's sole data gathering.

Second, the Whatsapp app for students is to implement the research design learning model. In cycle one, student's use Whatsapp for private chats in which they write about their weekdays or list their daily routines. In cycle two, the students use Whatsapp for group discussion by asking about their weekend daily routines to write Saturday or Monday daily routines paragraphs. Glass (2009) describes five components of writing assignments.

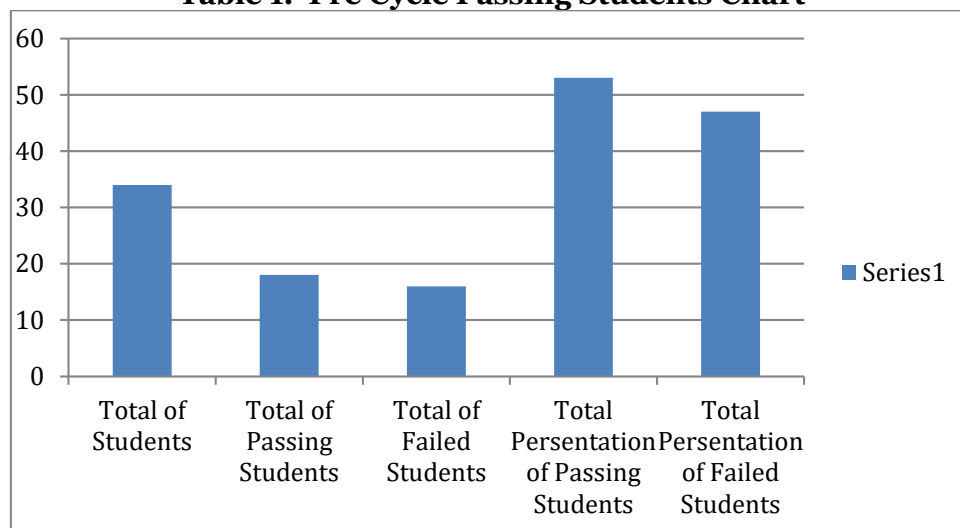
Third, the researcher identified the five components: content, organization, word choice, sentence fluency, and conventions. Each weight has a gradation and quality assessment or category, such as excellent or too low. The researcher then counted every inaccuracy in the text and paragraph of the students' "Daily Routines" writing. The researcher then counted every inaccuracy in the text and paragraph of the students' "Daily Routines" writing. The researcher then computed the sum depending on each inaccuracy and used

statistical computation average class score, passing score, and the percentage of increasing in cycles one and cycle two.

3. FINDING AND DISCUSSION

Learning conditions before taking action, the researcher made observations of student interest, student activities, and the teacher's ability to manage learning. Previously, teachers used varied methods and media, but many students still lacked interest in learning English. The following are the students' learning results before implementing the action. It can be seen that the learning outcomes of Class VIII G students in the English subject before the action, of the 34 students who took part in learning using the conventional learning model using minimal media, there were 18 students (53%) who had a score above or equal to KKTP score and as many as 16 students (47%) got a score below the KKTP. The average class score in the Pre-Cycle is still low/far from the KKTP. The lowest score is 36 points, and the highest score achieved by students is 96 points. The range of highest and lowest scores is 60 points. The average score for 34 students is 74 points. With the results of this test, of course, action needs to be taken for class VIII G students. Table 1 below shows the summary of data found in this research.

Table 1. Pre Cycle Passing Students Chart



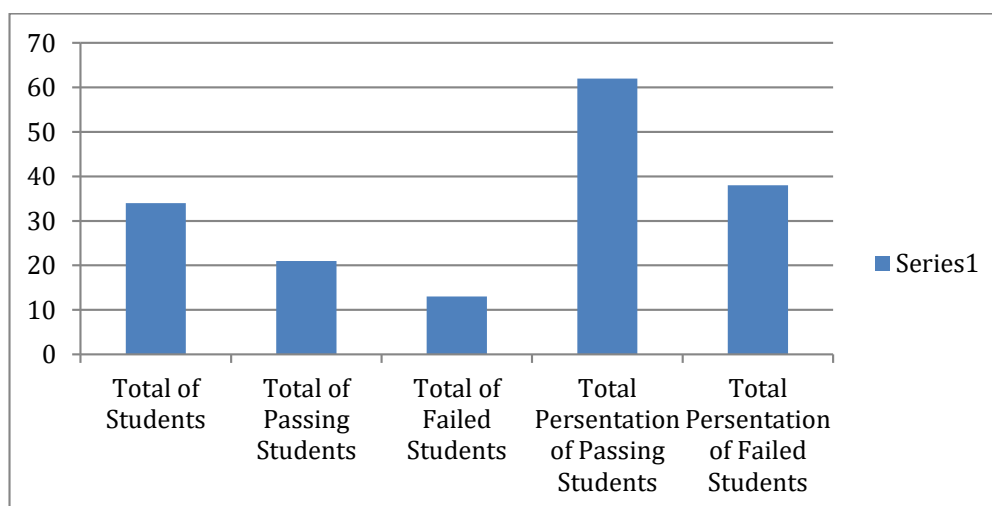
Learning conditions after taking action in the first cycle, the researcher made

observations of student interest, student activities, and the teacher's ability to manage

learning. In this research, researchers used Whatsapp methods and media in private chat to study English on the topic of Daily Routines. The following are the learning outcomes of students after implementing the first action/cycle. It can be seen that the learning results of Class VIII G students in the English subject after the action of the 34 students who took part in learning in a first cycle using Whatsapp media, there were 21 students (62%) who had a score above or equal to the score KKTP and as many as 13 students (38%) got scores below the KKTP. The average class score in first cycle is still

less/far from the KKTP. The lowest score is 52 points, and the highest score is 96. The range of highest and lowest scores is 44 points. The average score of 34 students is 77 points. With the results of this test, the actions taken in the first cycle have shown improvement but are not yet optimal, so the second cycle needs to be implemented or carried out for class VIII G students. Table 2 below shows the summary of data found in this research after doing the action in the first cycle.

Table 2. First Cycle Passing Students Chart

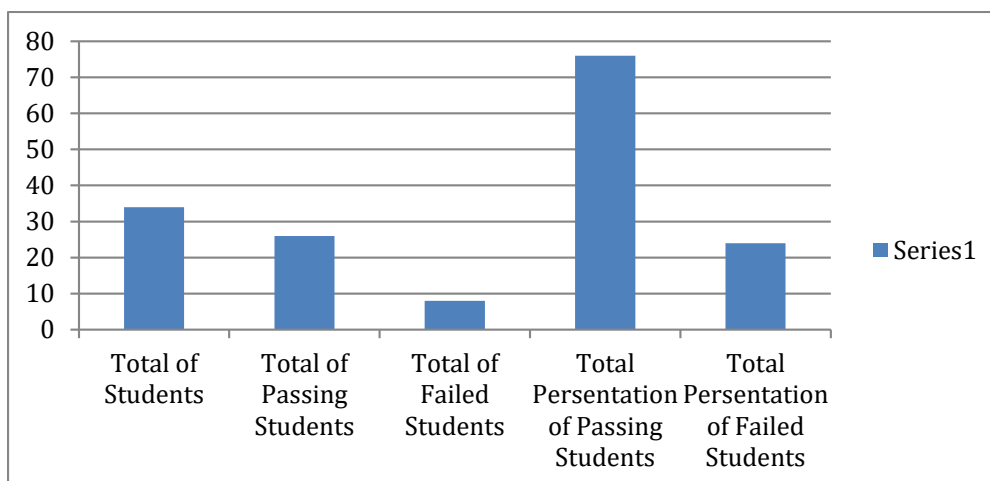


Learning condition after the second action/cycle, the researcher observed student interest, student activities, and the teacher's ability to manage learning. In this research, researchers used Whatsapp media in the group chat to study English on the same topic, namely Daily Routines. The following are the learning outcomes of students after implementing the actions, namely the second cycle.

on Table 3, it can be seen that the learning outcomes of Class VIII G students in the English subject after the action of the 34 students who took part in learning in a cycle using Whatsapp media with different treatments and situations, there were 26

students (76%) who had the score was more than or equal to the KKTP score, 8 of students (23%) got a score below the KKTP. The average class score in the second cycle has reached and is more than the KKTP score. The lowest score is 60, the highest score achieved by students is 96. The range of highest and lowest scores is 36. The average score of 34 students is 80. With the results of this test, second-cycle actions can improve student learning outcomes in English lessons on the topic Daily Routines class VIII G. Table 3 below shows the summary of data found in this research after doing the action in the second cycle.

Table 3. Second Cycle Passing Students Chart



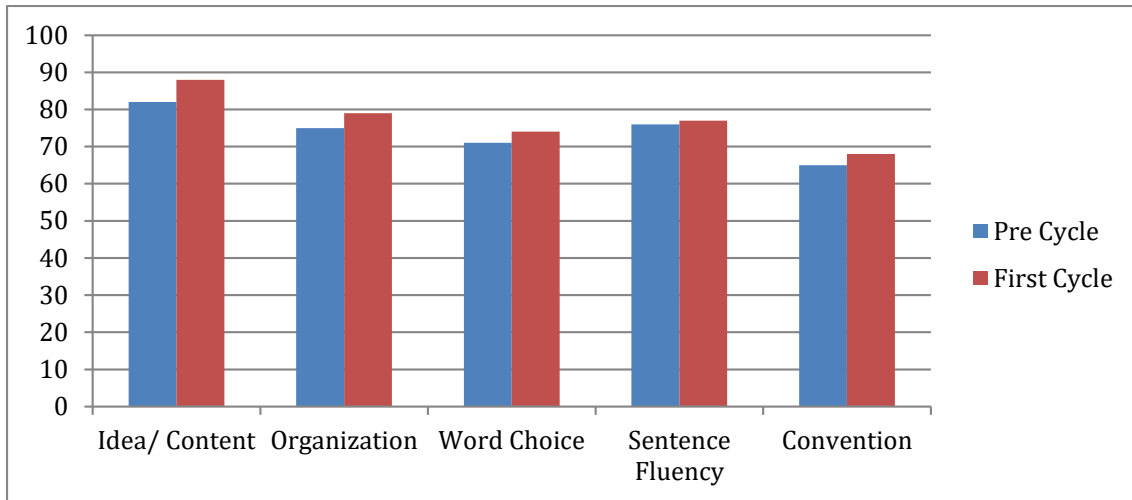
The average results compared the pre-cycle written assessment aspects with the first cycle. The values for each written assessment aspect were as follows:

Table 4. Average Score for Each Aspect Written Assessment of Pre-Cycle and First Cycle

Aspect	Pre Cycle	First Cycle
<i>Idea/Content</i>	82	88
<i>Organization</i>	75	79
<i>Word Choice</i>	71	74
<i>Sentence Fluency</i>	76	77
<i>Convention</i>	65	68

From this table, there was an increase in each assessment aspect. The idea/content aspect rose from 82 to 88, or around 6 points. The organization aspect rose from 75 to 79 or 4 points. The word choice aspect rose from 71 to 74, or 3 points. The written aspect fluency rose from 76 to 77, only up 1 point, and the convention aspect rose from 65 to 68, or 3 points. These results are depicted in the graphic table as follows:

Table 5. Average Score for Each Aspect Written Assessment of Pre-Cycle and First Cycle Chart



After the improvement in the first cycle, value data was obtained for each aspect in the second cycle as follows:

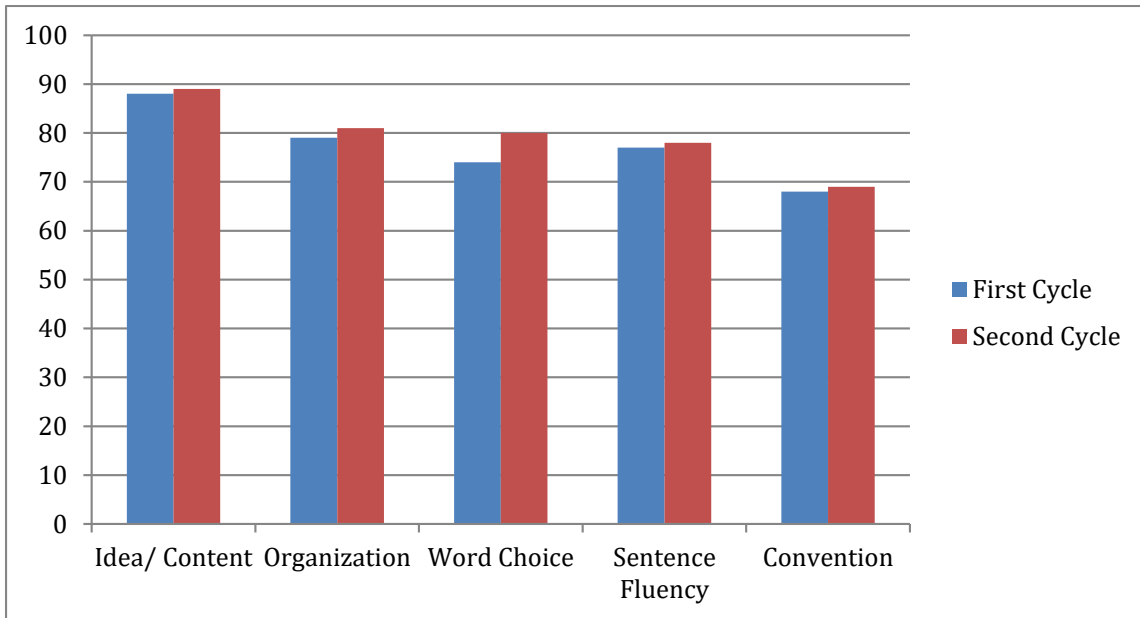
Table 6. Average Score for Each Aspect Written Assessment of First Cycle and Second Cycle

Aspect	First Cycle	Second Cycle
<i>Idea/Content</i>	88	89
<i>Organization</i>	79	81
<i>Word Choice</i>	74	80
<i>Sentence Fluency</i>	77	78
<i>Convention</i>	68	69

From this table, there was an increase in each assessment aspect. The idea/content aspect rose from 88 to 89 or around 1 point, the organization aspect rose from 79 to 81 or 2 points, the word choice aspect rose from 74 to 80 or up 6 points, the sentence aspect fluency rose from 77 to 78, only up 1 point and convention aspect rose from 68 to 69 or 1 points.

The student's achievement in this research is measured based on the minimum completeness criteria that students must achieve. These results are depicted in the graphic table as follows:

Table 7. Average Score for Each Aspect Written Assessment of First Cycle and Second Cycle Chart



The average results compared the pre-cycle written assessment score between the first cycle and second cycle. The values

for each written assessment were as follows:

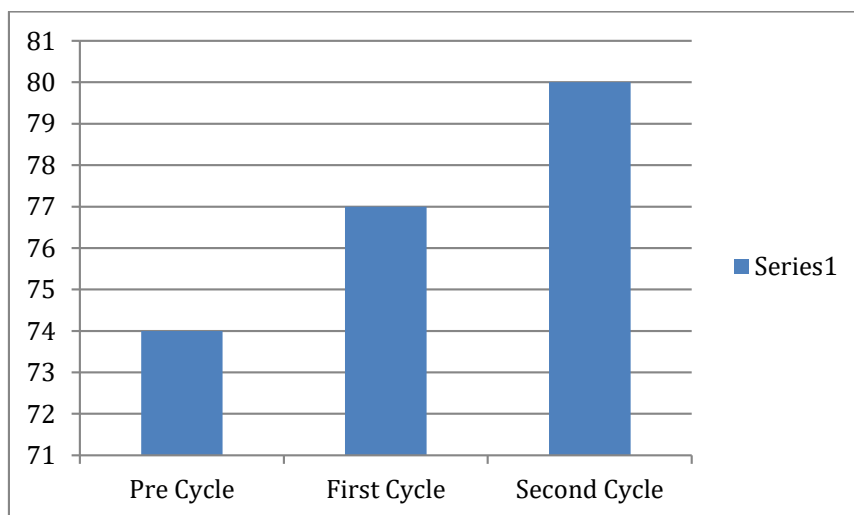
Table 8. Total Average Score in Written Assessment of Pre-cycle, First Cycle, and Second Cycle

	Pre Cycle	First Cycle	Second Cycle
Average Score	74	77	80

From the table above, we can see an increase in each cycle based on the results of the average pre-cycle value. In the first

cycle, the average score of students was 77, and in second cycle were 80. These results are depicted in the graphic table as follows:

Table 9. Total Average Score in Written Assessment of Pre-cycle, First Cycle, and Second Cycle Chart



The average results compared the pre-cycle written assessment score between the first cycle and second cycle. The values for each written assessment were as follows:

Table 10. Total Passing Students in Written Assessment of Pre-cycle, First Cycle, and Second Cycle

	Pre Cycle	First Cycle	Second Cycle
Failed Students	16	13	8
Passing Students	18	21	26

Based on that chart of the first cycle, there were only 21 students who managed to achieve a KKTP score (75) of 62% passing the score. In the second cycle, 26 students were declared complete with 76%.

Based on the results obtained from the implementation of the first cycle and second cycle, it can said that there has been an increase in student learning outcomes in the

Daily Routines material via Whatsapp media. Student learning outcomes obtained in the first cycle reached 62%. Therefore, this researcher continued in the second cycle to improve, and perfect things were still lacking in the first cycle. After taking action in cycle II, it turned out that there was an increase in the number of students who obtained scores above the KKTP, namely 76%.

4. CONCLUSION

This study has drawn attention to the usage of Whatsapp in education. Our study demonstrates how Whatsapp helps students improve their language writing skills. This application's affordability and potential lead us to a simple method of communication or discussion by writing in whatsapp. Researchers can conclude that based on data after implementing Whatsapp media, the students in class VIII of junior high school in Semarang in the 2023/2024 academic year improved their writing skills. Based on the results of classroom action research, which has had several actions, namely the first cycle and second cycle, as well as based on the discussion and research results, the conclusions are as follows: The ability of class VIII G students at junior high school in Semarang in the Daily Routines topic still has many difficulties. It can seen from the pre-cycle results before being given treatment using Whatsapp media. Only 18 students got a score above the KKTP (75). The application of Whatsapp media can improve students' writing skills in Daily Routine learning in class VIII of junior high school in Semarang. The data presented by researcher's shows that there was an increase in the first cycle and second cycle. In the first cycle, the average score of

students was 77. Then, in the second cycle, the average score was 80. It shows an increase of 3 points. The application of Whatsapp media can improve teachers' abilities in managing learning on Daily Routine material in junior high school in Semarang. The research results show an increase in teachers' abilities to process learning. Data from the first cycle show that the number of students who got standard scores (KKTP) was 21 students or 62%. Meanwhile, in the second cycle, the number of students who completed was 26 students or 76%. There was an increase of 5 students who experienced an increase of 12%.

Thus, learning using WhatsApp media can improve students' writing skills on Daily Routines material. The proof is the data obtained by the researchers that student learning outcomes have increased in each cycle.

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