

WhatsApp messenger in ELT students writing descriptive text: an experimental study

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ABSTRACT

This study aimed at investigating the effectiveness of the social media platform, Whatsapp messenger, in teaching writing for the eighth-graders at one of private secondary school in East Java, Indonesia. This pre-experimental research (Fraenkel et al., 2012) administered a pre-test and a post-test to 27 participants during 5 weeks. After conducting some statistical data analysis procedures, findings indicated that integration of whatsapp messenger into writing instructions has positively affected the writing competencies. It is recommended that the teachers should be fully aware of the potential benefits of this social media for the students' better writing achievement.

Keywords: *Descriptive Writing; Whatsapp Messenger; YouTube Video.*

INTRODUCTION

Nowadays, people cannot be separated from the rapid growth of the technological advancements. With the technological advances, people obviously reap huge benefits from this development. Currently, they can do anything and all is easier at present (Tulika & Joshi, 2014). The effect of using media in learning activities has been widely studied in several countries in various parts of the world such as in Ecuador (Villafuerte & Romero, 2017), German (Mostovaia, 2021), Ghana (Appiah, 2016), India (Chahal et al., 2015), Indonesia (Astuty et al., 2020), Israel (Aharony, 2015), Pakistan (Liontas, 2021), Spain (Plana et al, 2013), Turkey (Han & Keskin (2016) and (Yavuz, 2016).

E-learning has received considerable attention as a supplementary learning gradually replacing traditional face-to-face instructions. EFL pedagogical practices have gradually transformed from traditional classrooms into digital learning (Mahbub, 2020) and there have been so many instances of recent studies concerning e-learning in many different contexts across the world. Bansal & Joshi (2014), for example, using Whatsapp in education enabled the students to co-operate and work as a team which is not fully developed in the traditional classroom which employed in various contexts and areas; Serbia on education assignment contexts (Arsovic & Stefanovic, 2020), EFL contexts in Mexico (Sandoval-cruz et al., 2020), Iran vocabulary contexts (Ebrahimzadeh & Alavi, 2016), speaking in Taiwan (Chen & Hsu, 2008), English language context in Japan (Hirata, 2018), assessment context in Oman (Tawafak et al., 2018), Synchronous and asynchronous context in India (Mehri & Uplane, 2015) and language learning context in Turkey (Solak & Cakir, 2015).

The use of Whatsapp application as an m-learning medium in a common tool teaching and learning, there will be need of further researches in identifying its educational and pedagogical goals as well as for concluding its theoretical and practical implications (Fattah, 2015). Through mobile phones, internet users now have the possibility of accessing the internet from different points and having access to the net from almost any place. Moreover, mobile instant messaging allowed students to interact outside the class on a daily basis (Hanisi et al., 2018). This possibility led to a constant thread of conversation within the application that benefitted students as they were able to increase their practice time using the target language (Andujar, 2016, 2018). Using WhatsApp actively in English outside the school has any effect on the students' attitudes and self-efficacy belief on English course, as clearly stated by Aktaş & Can, (2019).

Those all literatures mostly situated in the context of using m-learning in education around the world to enhance students learning of English Language skills. However, the study of m-learning in Indonesian secondary school as still very limited. Thus, this study focus to observe the use of mobile learning (m-learning), namely Whatsapp messenger in the secondary School in developing aspects of the ability to write descriptive text. Hence, the study endeavors to address this following: “how does whatsapp messenger affect the students’ descriptive writing?”

METHODS

Experimental research was employed in this study that strictly adheres to a scientific research design (Fraenkel et al., 2012). It includes a hypothesis, a variable that can be manipulated by the researcher and variables that can be measured, calculated and compared. Most importantly, experimental research is completed in a controlled environment (Creswell, 2014, 2018). Therefore, the researcher used an experimental research in order to notice what was going to happen to the subject of the study after implementation teaching media as the treatment. In this research, the researcher used experimental method to investigate the effect of using Whatsapp messenger captions to teach writing.

27 students in eight grades were involved as participants in this research. The teaching media of writing by using Whatsapp messenger is the process of pre-test and post-test. The researcher used one class participants as a tryout is 8th grade class. The result of the tryout test that is only to know the instrument’s reliability and to know the any items should be revised or not. The students are given pre-test before treatment. After the treatment, students are given a post-test.

After getting the data, the researcher processed and analyzed the data. The kind of data in this research is quantitative. Therefore, the technique of analyzing the data used statistical analysis that suggested by Fraenkel et al., (2012). The students’ scores were analyzed by using t-test. The researcher compared the mean score of the two scores to find out the significant difference of students’ writing ability on descriptive text which were after taught by using Whatsapp messenger group and before. The researcher used statistical calculation of the t-test with significance degree 0.05 (5%). Before calculating the T-test, the researcher first measure data description and pre-requisite test, and hypothesis test.

Based on the researcher finding, whatsapp mesenger as teaching strategy is surely shows the real effectiveness, because this strategy is essay and interesting in teaching writing comprehension then the students more enjoy and interesting to study writing and give spirit in teaching learning process for the eight grade of the junior high school

RESULTS AND DISCUSSION

The data analysis showed the different score before and after test by searching the gain “d” (score after test and before test). The researcher presented and analyzed the data which had been collected through two kind of test and it was conducted to 27 students. The researcher provide the table about the list of pre-test and post-test total score to identifying mean and T-test.

One-Sample Test						
Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test Eksperimen	38,545	26	,000	66,667	63,11	70,22
Post-test Eksperimen	86,400	26	,000	79,630	77,74	81,52

Moreover, the difference of student’s achievements in writing comprehension before and after being taught using *whatsapp mesenge*, the researcher used percentage formula and divided the test result into three criteria: good, fair and bad. In this research, when the students can understand the writing comprehension means that they get good score, also, the students still confused about the writing

comprehension, they fair score. Bad score is got by the students when they just understand little writing comprehension test.

P	O1	X	O2
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Where:

P : Participants Class

O1 : Pre-test

O2 : Post-test

X : Treatment by using Whatsapp messenger as a media for Participants class.

From data analysis above, the objective of this research was to know if there was an effect of using whatsapp mesenger in teaching writing descriptive comprehension at the secondary school. The score of writing comprehension before taught by using whatsapp mesenger is deficient. The mean of total score of 27 students is only (66,67). After they got treatment, the mean of writing comprehension is (79.81). It was improved, with the t-test analysis that used by researcher, the result of t_o is (13,15).

From the finding, it is known that t_o is bigger that t_{table} and H_a is accepted and H_o is rejected. It means that there is significant effect before and after being taught using whatsapp mesenger group toward students writing achievement of descriptive text. Based on the result, it can be concluded that whatsapp mesenger group was effect in teaching writing comprehension at secondary school.

CONCLUSION

This current study aims at investigating the effectiveness of the social media platform, Whatsapp messenger, in teaching writing for the eighth-grade students enrolled in the academic year 2019-2020. After conducting statistical analysis on the data obtained from some data-gathering instruments, the writer then concludes that this mobile instant messaging platform has been conclusively indicated that it is effective in promoting English pedagogical practices for writing competencies. The post-test score ($M = 79.81$) has proved higher than pre-test score ($M = 66.67$). The t-test score was 79.63, which was higher than the t-table (2.155) at the significant level 05. Thus, the H_0 is rejected.

The result of the research shows that Whatsapp messenger as teaching media is more effective and give significance different in the writing ability, especially in teaching writing descriptive text. The use of Whatsapp messenger as teaching media is able to make the students' writing test higher than before also the use of Whatsapp messenger as teaching media can help the teaching and learning process run well. The students are able to gain the ability in teaching writing especially descriptive text. The students also become easier when they want to answer the question which is given by their teachers. In addition, Whatsapp messenger group create fun situation. It makes the students enjoy the teaching process. So, by using Whatsapp messenger group hoped that the teaching and learning process especially in writing will be effective. Therefore, the students' writing ability can be achieved effectively.

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