

**USING WHATSAPP TO PROMOTE STUDENTS' WRITING
ACHIEVEMENT AT THE FIRST GRADE STUDENTS
OF SMAN 3 BANDAR LAMPUNG**

(A Script)

By

ANGGRAINI NURWALA



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2020**

ABSTRACT

USING WHATSAPP TO PROMOTE STUDENTS' WRITING ACHIEVEMENT AT THE FIRST GRADE STUDENTS OF SMA NEGERI 3 BANDAR LAMPUNG

By

Anggraini Nurwala

The objectives of this research were to find out the increase of the students' writing achievement after the students were taught by using WhatsApp as the media in teaching writing and to investigate which aspect of writing got the highest score after the implementation of WhatsApp in teaching writing descriptive text. The research was conducted at the first-grade students of SMA Negeri 3 Bandar Lampung. Class X Science 2 consisting of 30 students was chosen as the sample of this research. Pre-test and post-test designs were used in this research. The writing test was used as the instrument in the pre-test and post-test. The data were taken from the tests, and then they were analyzed by using the Paired Sample T-test.

The results show that the mean score of the pre-test was 62.8 and the post-test was 68.4. It means that the students' mean score was improved to 5.6. Moreover, the result of the t-value (15.753) was higher than the t-table (2.0452) and the value of two-tailed significance was $0.000 < 0.05$. It indicates that the H_0 is rejected or H_1 is accepted so that there is a statistically significant increase in students' writing achievement after the implementation of WhatsApp in teaching writing descriptive text. Besides, all aspects of writing improved regarding the results, but the content was improved the most.

Based on the result, it can be concluded that teaching writing descriptive text through WhatsApp is effective in increasing students' writing achievement and all aspects of writing.

Keywords: *WhatsApp, teaching writing, descriptive text.*

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ACHIEVEMENT AT THE FIRST GRADE STUDENTS
OF SMAN 3 BANDAR LAMPUNG**

By

ANGGRAINI NURWALA

A Script

**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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Student's Name : **Anggraini Nurwala**

Student's Number : **1613042054**

Study Program : **English Education**


Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor


Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003


Drs. Ramlan Ginting Suka, M.Pd.
NIP 19570721 198603 1 003

The Chairperson of
The Department of Language and Arts Education

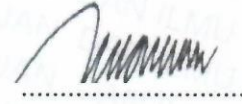


Dr. Nurlaksana Eko Rusmlnto, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

Chairperson : **Dr. Muhammad Sukirlan, M.A.**



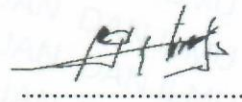
.....

Examiner : **Prof. Ag. Bambang S., Ph.D.**



.....

Secretary : **Drs. Ramlan Ginting Suka, M.Pd.**



.....



2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on : **June 10th, 2020**

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Anggraini Nurwala
NPM : 1613042054
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : Using WhatsApp to Promote Students' Writing
Achievement at the First Grade Students of SMAN 3
Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 10 Juni 2020
Yang membuat pernyataan,



Anggraini Nurwala
NPM 1613042054

CURRICULUM VITAE

Anggraini Nurwala was born in Bandar Lampung, on 10th October 1997. She is the fourth child out of five children in the happiest family of Afrizal Saidi and Efni Heryanti. She has two eldest sisters, one older brother, and one younger sister.

She began her study at her house before she went to elementary school. She did not go to kindergarten, but her parents taught her every day for every subject she needed to know as if kindergarten students. Then, she continued her study at SD Negeri 2 Bukit Kemiling Permai and graduated in 2010. After she graduated from elementary school, she continued her study at SMP Negeri 28 Bandar Lampung and graduated in 2013. Then, she continued to SMA Negeri 3 Bandar Lampung. After she graduated from senior high school in 2016, she passed the SBMPTN program at the English Education Study Program of Language and Arts Education, Faculty of Teacher Training and Education, Lampung University.

During her study at Lampung University, she actively took part in the UKM-U English Society Lampung University. She was the staff of Human Resource and Development for the 2018-2019 periods. From June to August 2019, she did KKN in Gunung Baru, Gunung Labuhan, Way Kanan and she conducted a teaching practice

(PPL) at SMA Mathla'ul Anwar Gunung Baru. To complete her study at the college, she undertook research related to students writing achievement using WhatsApp at SMA Negeri 3 Bandar Lampung.

DEDICATION

The writer dedicates this work to:

Her beloved parents – Afrizal Saidi and Efni Heryanti

Her beloved brother and sisters

Her beloved friends in English Education Study Program 2016

Her Almamater – University of Lampung

English Teachers

MOTTO

*“Everything in life happens for a reason, no matter how hard or how unfair it may be
something better will always come out of it.”*

(Book of Sincerity)

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “Using WhatsApp to Promote Students’ Writing Achievement at the First Grade Students of SMAN 3 Bandar Lampung” is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. It is important to know that the script would never have come into existence without any supports, encouragement, and assistance from several generous people. The writer would like to express her sincere gratitude and respect to:

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The writer believes that her writing is far from perfection. There might be weaknesses in this research; comments, critics and suggestions are needed for the better research. Besides, the writer hopes this research would give a positive contribution to educational development, readers and the other researchers.

Bandar Lampung, 10 June 2020

The Author,



Anggraini Nurwala
NPM 1613042054

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CHAPTER I

INTRODUCTION

This chapter presented several points such as the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

In English language teaching, there are four language skills including listening, speaking, reading, and writing which should be mastered by the students. In the broadest perspective, writing as a productive skill in the process of foreign language learning can be considered as a process and a product in which both bodily and intellectual elements play a considerable role (Sokolik, 2003). Writing is the most crucial skill in learning English. It is in line with Richards and Renandya (2002) who state that there is no doubt that writing is the most difficult skill for second language learners to master. Students need to combine lots of components to compose good writing, starting from grammar to cohesion and coherence in writing. These will be difficult points for many students to write, the difficulties of writing are not only in generating and organizing ideas but also in translating the ideas into readable text.

On the other hand, writing can be viewed as a problematic area. Among those problems, the lack of writing achievement constitutes a significant place. Another problem faced during writing is a learning environment, defined as the physical elements, psychological or inner states, and the effect of social and cultural factors in classes (Okan, 2008). One of the main problems in learning English is the students have to master all of the skills in English so they do not have much time to practice writing, especially in class. To face the problem, the teachers have to find an appropriate tool to facilitate the students in learning English, especially in teaching writing. These days, many teachers try to encourage their students to hand their assignments via technology such as Social Media. Mumtaz (2000) claims that the reasons why many teachers choose the technology to act as an educational tool is because of the advances in technology and it is more modern.

Information and Communication Technology (ICT) affects greatly the education world. According to Hartoyo (2009), the use of ICT in education, including language teaching and learning is a positive response to the development of information and communication technology in the third millennium. There has been a new trend in the ICT world which is called the social network. The social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact, and share ideas, artifacts, and interests with each other (Anderson, 2010). This social network has opened up new opportunities for interaction and collaboration between teachers and learners. Furthermore, A lot of students spend much of their time on social media in order to entertain themselves, learn new things,

or to spend their time on trendy activity via social media. It can be said that Social Media is an alternative way that suits the students for learning language whenever and wherever they want. There are many kinds of Social Media such as Line, Instagram, WhatsApp, Facebook, LinkedIn, YouTube, and many others that the teachers can use as a tool in order to develop students' paragraph writing.

From this fact, it can be concluded that the use of social media as a learning tool for students outside the classroom can get what they need in learning English such as practice writing. The most recent popular social network among the students is WhatsApp Messenger. 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 for a system that is free of charge in an ad-free environment (Cohavi, 2013). WhatsApp Messenger users can send each other images, videos, and audio media messages (Wikipedia. 2013). WhatsApp messenger is like a chat program for mobile phones and works with internet connectivity and assists its users to keep on in touch with friends, teachers, and relatives in the contact list. According to WhatsApp web (2018), there are six features in WhatsApp, those are group chat, web and desktop, voice and video calls, end-to-end encryption, documents, photos, and video sharing, last is a voice message. It helps users to create groups, send an unlimited message, sharing images, video, audio messages, stickers, emoticon, gif, and exchanging ideas, thoughts, and emotions to any other user in the contact list. The providing features in WhatsApp are in line with the purpose of WhatsApp which is to

facilitate communication. In addition, WhatsApp can provide communication between the teachers and students and create another venue for learning so that we can use one of the features on WhatsApp that commonly used is group chat discussions as an appropriate tool in the process of learning English.

Moreover, some researchers have conducted a study about using WhatsApp in writing. Alsaleem (2013) aimed to examine the effect of WhatsApp electronic journaling on students' writing achievement. The result of this research showed that the use of WhatsApp electronic journaling had a significant improvement in students' writing skills. Another researcher, Mistar and Embi (2016) stated that to improve students' writing skills using WhatsApp, the teacher can send a text about a particular topic in a group and ask students to do some exercises such as write comments or any responses. Students are not just practicing writing but they also have a chance to be assessed by the teacher. This is related to Fattah (2015) who identified the effectiveness of using WhatsApp messenger as one of the mobile learning techniques to develop students' writing skills that state through the use of WhatsApp group, the teacher can ask students to write and have a discussion. Based on the research conducted by Mohesh and Meerasa (2016), there are 77 participants from 100 participants are like and enjoy the WhatsApp group discussion learning. When teachers and students implement WhatsApp inside or outside the classroom, thus it significantly changes the traditional classroom. That is a great chance for the teacher to teach the students paperless as students simply post their work in WhatsApp

personal chat or group, then the teacher will respond by giving them feedback or comment.

The use of this application can make the instructional learning process more interesting and has positive outcomes that the students can get, as Mhandeni and Mwakapina (2016, p.83) state that “students are always worried about making mistakes as they learn, but WhatsApp makes them feel relaxed among friends. For that case, they are much likely to participate and learn more; especially it does not need face to face interactions”. The students do not only follow the teaching and learning activity inside the classroom, but they also join the informal teaching and learning by chatting group outside the classroom. There are some features in WhatsApp that are useful to be used in teaching and learning English, the teacher can develop activities using WhatsApp so that students start using the application to practice or learn something including English material. This application can give them more exposure and more intensity of language practice especially in practicing writing; the students become more active in teaching-learning activities and really help them in learning the language better. The teacher also needs to make some rules for the students when teaching them using WhatsApp inside or outside the classroom.

Based on the theories and facts explained above, the researcher decides to apply WhatsApp to improve students’ writing achievement. The writer is interested to investigate research entitled **“Using WhatsApp to Promote Students’ Writing Achievement at the First Grade Students of SMAN 3 Bandar Lampung.**

1.2 Research Questions

Concerning the background above, the problem is formulated as follows:

1. Is there any significant improvement in the students' writing achievement after being taught by using WhatsApp at the first-grade students of SMAN 3 Bandar Lampung?
2. Which aspect of writing got the highest score after being taught by using WhatsApp?

1.3 Objectives of the Research

In line with the problem formulation above, the objective of the study is:

1. To find out whether there is a significant improvement in the students' writing achievement after being taught by using WhatsApp at the first grade of SMAN 3 Bandar Lampung.
2. To find out which writing aspect got the highest score after being taught by using WhatsApp.

1.4 Uses of the Research

Concerning the research questions and the objectives, this study expected to provide theoretical, practical, and professional benefits. The uses of the research as follows:

1. Theoretical benefits

The research finding can be used to enrich the theories and methods of teaching

writing using WhatsApp.

2. Practical benefits

Practically, the research finding will be beneficially useful for the students, the improvement of teaching method in English Foreign Language (EFL) classroom, and also for the readers who are interested to join the online class.

3. Professional benefits

In this perspective, the teacher, school and even online courses will get benefits from the research finding.

1.5 Scope of the Research

This research was characterized by quantitative research and was conducted at the first-grade students of SMA Negeri 3 Bandar Lampung. In this case, this research only used one class consisting of 30 students that were chosen by purposive sampling. This research focused on the use of WhatsApp in improving students' writing achievement, especially on descriptive text. The process of chatting deals with large group chat discussions and small group chat discussions which mean that students joined online group discussions. There are five aspects of writing measured in this research; they are content, vocabulary, language use, organization, and mechanics. Students' improvement was found out by comparing the result of students' answers of pre-test and post-test. Teaching and learning material taught was based on the syllabus of students which was the subject of the research. In addition, some terms about this research would be discussed below.

1.6 Definition of Terms

Avoiding mistake and misperception of terms used in this research, there is an elaboration on these related terms, which are:

WhatsApp

WhatsApp as a relatively new learning tool in education and has something in common positive characteristics as a technology tool previously implemented; it seems that WhatsApp has some of the latest features that encourage teachers and students to use it in order to improve understanding of learning all the skills available in English.

Writing

Writing refers to a task that requires Senior High School students to write a descriptive text. Since the need of the students is to be able to write Descriptive text based on the curriculum given, the teacher specified the writing as writing descriptive text. Their writing is a part of learning and WhatsApp is used as a media to teach writing.

Descriptive Text

Descriptive writing is a clear description of people, places, objects, or events using appropriate details. An effective description contains sufficient and varied elaboration of details to communicate a sense of the subject being described. The detail used is usually sensory and selected to describe what the writer sees, hear, smells, touches, and tastes.

This chapter elaborates on the research background, research questions, objectives of the research, uses of the research, scope, and definition of terms. The strong theories and some previous research which supported this research are discussed in the next chapter.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of theories concerning the research variable underlying the research. This is presented in ten headings: previous researchers, the concept of writing, teaching writing, descriptive text, WhatsApp, teaching writing using WhatsApp, procedures of using WhatsApp in teaching writing, advantages and shortages of using WhatsApp, theoretical assumption and hypothesis.

2.1. Previous Researchers

To support this research, the researcher needs other research that has been made by other researchers.

The first previous study was conducted by Fahrur (2014), the objectives of the research were to find out the level of students writing skills by using Facebook Group media and to know whether teaching descriptive text was effective or not to improve writing skills by using Facebook Group. It was found that using Facebook Group is

effective in teaching descriptive text to improve writing skills at the seventh-grade students of SMP N 4 Purworejo in the academic year of 2013/2014.

The second is research by Rahmawati (2017), the objective of this research was to describe whether using WhatsApp is effective or not to improve students' writing ability in Announcement text. Based on the result of her research, it can be concluded that there is a significant difference in the achievement between the students who are taught using WhatsApp and students who were taught without WhatsApp. So, it can be concluded that using WhatsApp is effective to improve writing ability in announcement text at the tenth-grade students of SMA N 1 Klirong in the academic year of 2016/2017.

The third research was conducted by Asiani (2018), the objective of the research was to find out students' skill of writing recount text through the use of WhatsApp can increase students' writing skill or not. The result of the research proves that the use of WhatsApp gave a positive contribution to the students' writing achievement and succeeded in increasing students' writing achievement of recount text at the tenth-grade students of SMA Negeri 5 Pontianak in academic year 2018/2019.

Some of the previous studies above had proven that using social media as a learning tool was effective to improve students' skills in writing. The use of social media as a learning tool not only can improve students' skill in writing but also able to enhance students' creativity. Based on the statements that have been defined, to make different

from the previous study, this research was directed to make students can write a descriptive text and the researcher used WhatsApp as the media of the learning tool.

2.2. The Concept of Writing Skills

Writing is one of the four language skills: reading, writing, listening, and speaking. Writing and speaking are productive skills. It means they involve producing language rather than receiving it. Brown (2000) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to make the product. In teaching writing, the teacher should implement four basic writing stages and three other stages externally imposed on students by the teachers; namely, responding (sharing), evaluating, and post-writing. Writing skills are very important and cannot be ignored in language learning.

Writing is the process of transferring thoughts into words by generating ideas and organizing them coherently. Brown (2001) explains writing as a result of thinking, drafting, and revising procedures. It implies that a writer needs appropriate language. Writing incorrect forms of language involves correct spelling, punctuation, diction, grammar, sentence, and paragraph information.

Furthermore, writing skill is a specific ability which helps the writer put their thought into words in meaningful form and mentally interacts with the message. Writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as in the paper. However, not everyone can write, because writing

consists of certain crucial skills which need the students able to produce an effective, efficient, and systematic piece of writing work. Writing is different. Since in this language skill, we need to be taught how to write first. Commonly, we learn to write after we take preliminary education in elementary school. This certainly makes sense because writing requires sufficient vocabulary items and fully knows how to apply correct grammatical sentences.

In other words, writing skill is used as a means to communicate in a very organized and logical way to convey the message, ideas, feeling, and thoughts in a written form. Tarigan (1986) states that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys. This skill also reinforces the writers to: 1) organize the idea, 2) construct the sentence, 3) use punctuation marks and spelling system well. Besides, they must be able to arrange their writing into a cohesive and coherent composition. In line with the explanation above, according to Myles (2002), writing is an English skill that needs an effort and much practice in composing, developing, and analyzing ideas. Writing is considered a complicated skill for students and teachers.

Writing is one of the crucial skills that English learners have to master. This stands to reason for students will learn how to construct information, ideas, thought and feeling like a unit of academic product for expressing their ideas in written form. According to Mc Crimmon as cited in Faulina (2013) writing is the most difficult skill in the learning process. This is reasonably true because when students intend to write

certain topics they should explore their thoughts and ideas, so they will be able to express them into paragraphs. Concerning the classification of writing skills above, it can be concluded logically that writing is an activity where the students try to put their thoughts, ideas, and feelings into a written form. Specifically, writing skills require a process of expressing and producing effective ideas from the writer's mind leading to a meaningful composition. Besides, there are some aspects needed to be concerned, they are: 1) content, 2) organization, 3) vocabulary, 4) language use, and 5) mechanics. These aspects are important to be mastered to be able to produce good writing. Jacobs (1981) mentions that there are five aspects of writing that should be the guidelines when the students want to write something, there are:

1. Content

Content refers to the substance of writing and how the ideas expressed shows by the information relating on the subject are discussed by several main points and details to illustrate, define, compare, or contrast factual information supporting the thesis. In the other words, the details should be relevant to the topic.

2. Organization

Organization refers to the form of the content that demonstrates the ideas flow and builds on one another; all the ideas are directed concisely to the central focus of the topic, and the overall relationship of ideas within and between paragraphs is clearly indicated.

3. Vocabulary

Vocabulary refers to the choice of word/idiom in the context should convey intended information, attitudes, feelings, shades, and differences of meaning which express the logic ideas and sufficiently vary in the arrangement and inter-relationship of words. More specifically, vocabulary items consist of: (a) content words; it belongs to the major parts of speech such as nouns: *guitar, music, string*; verbs: *taught, play*; adjectives: *valuable, fancy, old, beautiful*; and adverbs: *slightly*. (b) function words; it belongs to grammatical or function classes that consist of a small number of fixed item, such as articles: *the, a/an*; auxiliaries: *will, can, must, might*; demonstratives: *this, that, these, those*; quantifiers: *many, few, little, some*; prepositions: *on, with, to form*; pronouns: *it, he, she, they, we*; and conjunctions: *and, but, or*.

4. Language use

Language use should show there are effectiveness and complexity in construction, tense, number, word order, articles, pronoun, and preposition. For example, the sentence: “*My most valuable possession is an old, slightly warp guitar blond—the first instrument I have taught myself how to played*” should be “*My most valuable possession is an old, slightly warped blond guitar—the first instrument I taught myself how to play*”. It is changed because the tense, articles, and word order is not right.

5. Mechanic

Mechanic refers to the theoretically possesses some crucial elements such as spelling, capitalization, the use of punctuation marks, also style of

sentences. However, this study merely focuses on spelling, capitalization, and the use of punctuation marks. For example, the sentence: “*No, It's not a good instrument but it still lets me make music and for that i will always treasure it*” should be “*No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.*” The words *It's*, *i*, and the use of the comma before the words *but* and *and* are substituted by *it's* and *I* because their capitalizations do not use properly and there are commas before the words *but* and *and*.

2.3. Teaching Writing

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex. The second language writers have to pay attention to higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Teaching can be defined as helping someone to learn something. This is supported by Brown (1994) who defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. This

means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Brown (2001) states that many years ago, the writing was taught by the teacher only focused on the final product of writing. It can be in the form of an essay, report, and story. For the composition of the writing, Brown (2001) also adds his opinion that the writing should meet certain standards of prescribing English rhetorical style, use accurate grammar, and be organized properly based on the audiences' environment.

Shih (1996) as cited in Brown (2001) states some processes of approaches to the writing. Those processes are considered as the modern way of writing that has been discussed earlier in this chapter. They are as follows:

1. Focusing the activity on the process of writing that leads to the final writing product. Stages of writing are important to be applied.
2. Helping the students to understand their composing process.
3. Helping the students to build repertoires of strategies for prewriting, drafting, and rewriting.
4. Giving students a chance or time to write and rewrite their ideas.
5. Placing the central importance aspect of writing on the process of revision.
6. Giving students a chance to discover what they want to write.
7. Giving students feedback through the process of writing (not just on the final product) as they attempt to bring their expression closer and closer to intension.
8. Encouraging feedback from the instructor and peers.

9. Including individual discussion between the teacher and the students during the process of composition.

It can be implied that teaching writing is to teach the students how to express the idea of imagination in written words. Genuinely, the purpose of teaching writing is to help the students to express, organize, and develop their ideas well in written form. At this point, the role of the teacher is needed to guide and help them to express, organize, and develop their ideas to make their pieces of writing better. Related to this research, the researcher took writing competency as the main research.

2.4. Descriptive Text

Descriptive text is a text that is used to describe a particular thing, person, or place. It talks about a specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible to make the readers able to see the subject in their minds clearly as the writer sees in his/her. Regarding the definition of descriptive text, Fawcett and Sandberg (1984) define it as a kind of text that describes something, a person, a scene, or an object into words so others can imagine it. It is in line with Wishon and Burks cited in Jeniar (2016) illustrate that descriptive text is a description reproducing the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. Therefore, to achieve the objectives, the descriptive text has its own elements and linguistic features that will be clarified as follows.

2.4.1. Concept of descriptive text

According to Anderson (1998), a description text describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. The description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular place, and descriptions of a specific person.

Descriptive writing means, simply, writing which presents information about something in detail. In the language teaching-learning process, every learner should master this typical writing in terms of how to compose it effectively. As confirmed by Emilia and Christie (2013), learning descriptive genre is essential in order that students can describe vivid and proper information. Absolutely, someone who wants to write a description of something, definitely, has to have detailed information about it. Furthermore, Tolkien cited in Jeniar (2016), in a similar intent, also claims that descriptive writing text, sometimes called “showing writing”, and writing that describes a particular person, place, or event in great detail. It is in line with the meaning of the description, that is picturing in words what something is like, the purpose of descriptive writing is, primarily, to give information about something in detail. In addition, in order to achieve its purpose, the descriptive model of writing has linguistic features and its own elements which will be clarified as follows.

2.4.2. Elements of Descriptive Writing

Every single genre of writing definitely has a discrete structure or stage in order to get something done through language (Emilia, 2014). This statement, of course, equally applies to descriptive writing. As affirmed by Knapp and Watkins (2005) that there are two elements as a requirement for a text to be identified as descriptive text, i.e. identification or general statement and description element. The following is the elaboration of the elements, also functioning as a schematic structure, of descriptive writing.

a. Identification

The identification element aims at introducing and identifying specific participants (a person, thing, place, animal, or event) to be described in descriptive writing. Generally, this part is described in the first paragraph or few earlier sentences.

b. Description

The description intends to describe the specific participant in the text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits, or qualities. This part, in common, is specifically described in the second paragraph and so on.

2.4.3 Linguistic Features of Descriptive Writing

Linguistically, descriptive writing, according to Emilia and Christie (2013), employs some particular linguistic features as could be seen below:

- a. It focuses on specific participants as the main character.
- b. It employs simple present tense as the dominant sense, but sometimes it uses the simple past tense when the object described no longer exists.
- c. It uses linking verbs or relational processes frequently (such as is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena.
- d. It applies action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text.
- e. It makes use of mental verbs or mental process when describing feelings.
- f. It utilizes a nominal group frequently to describe.
- g. It employs adjectives to add information to nouns and uses adverbs to add information to verbs to provide a more detailed description of the topic.
- h. It uses adverbial phrases to add more information about manner, place, or time and sometimes realized in an embedded clause that functions as circumstances.

To be more concrete, the example below shows the case:

My mother

My mother, 52 years old, is named Ifni. She works as a teacher in the Senior High School at my hometown, Bukit Kemiling Permai. (Identification) Naturally, my mother is a beautiful woman; perhaps she is the most beautiful woman in the world because she physically has black and bright eyes, an oval face, and short straight black hair; in addition, she has a slim and tall body, it is about 157 cm. (Description) Furthermore, my mother is a kind-hearted person and she loves her family because she always prepares good food for her family, and pays more attention to her children's education. She also cares for everyone. That is why she is loved by every people around her. (Description)

Thoroughly considered, the example of writing above is indicated as a descriptive composition for it has components and linguistic features characterized as a descriptive text. In the first paragraph, the author intends to inform or identify certain objects, i.e., mother, to readers as an introduction of the writing. Then, in the second paragraph, she/he begins to describe the object specifically to enable the reader to imagine it clearly. Moreover, the example of writing descriptive above uses the present tense in describing what the object is. Certain adjectives, as the most prominent feature, also appear in the passage to illustrate the object to be more imaginable, such as a kind person, and beautiful. The writer additionally uses mental verbs when describing his/her feelings, such as that is why she is loved by every people around her; likewise, other linguistics features characterized as a descriptive model appear evidently in the composition. In short, a piece of writing could be characterized as descriptive writing if it has two principal elements, namely: identification, as identifying a specific object; and description, as describing the object more specifically and vividly.

2.5. WhatsApp

There has been a new trend in the ICT world which is called the social network. The social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact, and share ideas, artefacts, and interests with each. This social network has opened up new opportunities for interaction and collaboration between teachers and learners. The use of the social network has become popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Facebook, Twitter, LinkedIn, WhatsApp, and many others alike have been phenomenally popular in the communication world (Riyanto, 2013).

The most recent popular social network is WhatsApp. WhatsApp Messenger is a free messaging app available for Android and other smartphones. WhatsApp uses your phone's Internet connection to let you message and call friends and family. Switch from SMS to WhatsApp to send and receive messages, calls, photos, videos, documents, and Voice Messages (Google Play, 2018). Whatsapp is a globally popular instant messaging application for smartphones. Whatsapp, founded in the year 2009, is a mobile messaging app that facilitates the individuals in sharing messages without any cost to pay for SMS (Wikipedia, 2015).

Lister (2009) states that WhatsApp messenger works with internet connectivity and assists its users to keep on in touch with friends, teachers, and relatives in the contact

list. It helps users to create groups, send the unlimited message, sharing images, video, and audio messages, exchanging ideas, thoughts, and emotions to any other user. Moreover, applying portable technologies has been demanded by most of the modern learners who oftentimes are forced to study anywhere, and anytime, for example, at work, on the bus, or at weekends. Nowadays, WhatsApp as a relatively new tool in education, it has similar positive characteristics as previous technological tools that are implemented, but it seems that WhatsApp has some up-to-date features that encourage teacher and students to use it in order to enhance understanding; this research is conducted among high school teachers.

It can be concluded that WhatsApp is very easy to use include improving learning English and become the new innovation in learning using technology because the students are able to use the media social more wisely. The students can access it easily everywhere not only at school.

2.6. Teaching Writing Using WhatsApp

Teaching writing is not as simple as teaching other skills such as reading, speaking, and listening. It needs a long process from planning until producing the writing. Writing is one of the productive skills that have proven by producing writing. Writing itself has steps until final writing. Harmer (2004) argues that the process of writing consists of 4 steps: planning, drafting, editing (reflecting ad revising), and the final version.

There is no exact way or model in teaching writing using group chat discussion,

meaning that the teacher should be creative to modified available models as a suitable learning process both in the classroom and outside the classroom. Even though the technique used here was a group chat discussion in WhatsApp, the formal class also occurred. Likewise, in a group chat discussion, the students discussed a certain topic by chatting.

However, before starting to practice writing a paragraph, the students made a small group consisted of five to six students for each group. Each group of the students has a WhatsApp group named by themselves. The teacher also joined each of the groups to monitor the chatting activity. However, the teacher was not allowed to interrupt their discussion in a small group even though the teacher found any mistake or error unless the students asked for it. The students also joined the large group on WhatsApp in which the tasks contributed by the teacher. In this group, the teacher could join the conversation. After having a complete group, the students joined both offline and online classes. Furthermore, Offline class occurs, as usual, to do the pre-test and the post-test to the students after learning about the descriptive text in an online classroom using WhatsApp online chat application.

In this study, the use of the WhatsApp group in teaching descriptive text was on editing (reflecting and revising). By sharing the writing to the WhatsApp group, the researcher collected the feedback and review through comment and replay in the WhatsApp group from them as means to revise his/her writing to be better.

2.7. Procedures of Using WhatsApp in Teaching Writing

There are several steps in teaching writing using WhatsApp. It works well if the teacher gives the appropriate ways in the teaching process. Here are the procedures of teaching and learning activity:

1. The researcher gives the student pretest about the descriptive text.
2. The researcher tells them that we learned about descriptive text via online, that is, WhatsApp.
3. The researcher asks them their phone number in WhatsApp.
4. The researcher makes a large group consists of all the students.
5. After all of the students join the large group, the researcher told them that we learned about the descriptive text.
6. The researcher teaches them about the descriptive text.
7. The students are free to ask if they do not understand the material.
8. After the students understand the material, the researcher gives them a topic about the descriptive text. Then, the researcher asks them to work with their partners in a small group. (Each small group consists of 5-6 students).
9. The researcher prepared to make the small group and add each small group in the different groups that already provided by the researcher.
10. Each small group discusses the topic given by the teacher.
11. The researcher monitors their activities in each small group.
12. In the last week of the lesson, each group collects the result of their discussion to the large group and the researcher gave them feedback.

13. In the second week of the lesson, the researcher gave them another topic, and then, they discuss it in their small group as they did in the previous week. Likewise, in the third week or the last week of the lesson, they do the same activity with a different topic.
14. After all the students understand each topic given by the researcher, the researcher gave them a post-test to know how much they understand about descriptive text and the topics.

2.8. Advantages and Shortages of using WhatsApp

Everything in this world is for sure has both advantages and shortages. It is also applied in a group chat discussion in WhatsApp. Since WhatsApp is rarely used as the media of an instructional process, it is needed to understand the advantages and the shortages of it in the term of group chat discussion activity. The advantages and the shortages of the online discussion group through WhatsApp are described below.

2.8.1. Advantages of WhatsApp

There are some advantages of WhatsApp chatting application, those are:

1. WhatsApp chatting application is free and easy to use.
2. This application has some features which can be utilized to share the materials, such as pictures, videos, audios, documents and voice notes.

3. WhatsApp chatting can be done any time we want. This gives the students flexibility in joining the discussion because they can join it when they have their spare time.
4. The situation where the students do not face their partner directly in writing like their friends or the teacher helps them to avoid unwillingness to write something. It happens because sometimes in the real-life discussion, the students are lazy to write because of their knowledge. They are usually afraid of making mistakes.
5. The students can talk at the same time no matter where they are.
6. The informal situation during chatting in WhatsApp makes the students opened up to share their feeling and thought naturally just like the way they chat their friend in daily life.
7. Through WhatsApp chatting, the students can ask and discuss the previous material in the classroom of which they do not understand yet.
8. The students who do not join the class before being able to get the material from their friends in the group. The students who have joined the class can explain the material to their friend, while the teacher can monitor them and guide them if they tell something improper.

Those are some advantages that can be utilized by both the teacher and the students in the online class.

2.8.2. Shortages of WhatsApp

Having advantages does not mean free from disadvantages. Online class also has some shortages which are described in the following:

1. It will be a problem in an online class if the students do not have this application, or even they do not have a smartphone.
2. The teacher needs extra treatment to trigger the students to begin the conversation in the group. Sometimes, it is hard to make all of the members of the group join the online discussion.
3. Sometimes, the internet connection does not support the discussion activity in the group.
4. Since the teacher does not see the students at the time the discussion is held, it is hard to handle the way they speak during the discussion. Sometimes, there will be a student who just read an article when he or she is asked to describe a certain material or give her or his opinion about something. In this case, the teacher's sensitivity in noticing whether the students read or speak spontaneously is needed.
5. The materials developed by the lecturers cannot simply be the same set that they had developed for hand-outs. They have to be reformatted so that they guide the students through a process of independent study when they are not in a face-to-face session. This additional task required of the lecturers is yet to be appreciated for what it is worth. Students sometimes feel that they are given more work to do when distance modalities are used.

Those are some advantages and shortages from WhatsApp in the online learning activity. Having known those things, hopefully, the author can utilize all of the advantages and mitigate the shortages so that the instructional process will run well.

2.9. Conceptual Framework

Students' writing skills were relatively low. Most of the students faced some problems related to ideas, grammatical features, and cohesive devices use. Another problem that happened is students' inability in using cohesive devices. Furthermore, the teacher gives only little guidance and inadequate feedback. Those problems became more serious when the other problems were related to the material, media, and teacher's feedback. Considering these problems, there were several different ways to improve students' writing skills, and implementing online tools was one of the best choices. This was due to many students' interest in all things about technology. Teachers can manage to select one of the students' interests that are so-called as social media, in this case, WhatsApp.

This research aimed to find out the solution in solving the problems of the students' writing. To deal with the problems, the use of WhatsApp was considered appropriate to provide solutions as an attractive media in the class. Moreover, WhatsApp provides support to social learning through discussion and cooperative learning which can overcome problems related to teaching material and media which finally can lead to students' writing skills improvement.

In short, WhatsApp could work effectively in the online class as what the researcher expected. The process of teaching descriptive text using WhatsApp would help the students to produce a piece of writing with clear ideas and write a constructive piece of writing.

2.10. Hypothesis

The hypothesis is defined as the provisional answer toward the research problems or research questions. Concerning to the theories and the assumption above, the hypothesis can be formulated as a following:

H_0 : There is no significant improvement in students' writing achievement from pre-test to post-test after being taught by using WhatsApp in teaching writing.

H_1 : There is a significant improvement in students' writing achievement from pre-test to post-test after being taught by using WhatsApp in teaching writing.

This chapter was explained about previous researchers, the concept of writing, teaching writing, descriptive text, WhatsApp, teaching writing using WhatsApp, procedures of using WhatsApp in teaching writing, advantages and shortages of using WhatsApp, theoretical assumption and hypothesis. For the way of conducting the research is conferred in the next chapter.

CHAPTER III

RESEARCH METHODOLOGY

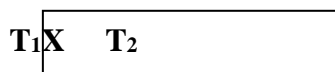
This chapter provides detailed presentations of procedures in the study to answer the two research questions previously stated in Chapter I. The presentation begins with research designs, population and sample, data collecting technique, instruments, validity and reliability, data collecting procedure, scoring system, data analysis, and hypothesis testing.

3.1 Design

The research was intended (1) to find out whether there was a significant improvement in the students' writing achievement after being taught by using WhatsApp and (2) To find out which writing aspect got the highest score after being taught by using WhatsApp.

To answer the research questions, the researcher used a quantitative method. This study applied one group pre-test post-test design. In this research, the researcher conducted a pre-test before the treatments to know the students' ability in writing

descriptive text and give them a post-test after the treatments in order to obtain whether there is an improvement in students' writing achievement by using WhatsApp after they got the treatments. The design of this study could be described as follows:



Notes:

T_1 : pre-test

X : The treatment

T_2 : post-test

(Setiyadi, 2006)

3.2 Population and Sample

The population of this study was the first-grade students of SMA Negeri 3 Bandar Lampung. The researcher chose the first-grade students because the researcher assumed that the class was suitable with the Basic Competence that the researcher took. In choosing the sample in this research, the researcher used one kind of non-probability sampling that is purposive sampling. According to Ary et.al. (2010), this purposive sampling referred to as judgment sampling-sample elements judged to be typical or representative is chosen from the population. It focused on sampling technique where the sample that is investigated based on the judgment of the

researcher. By using purposive sampling, the expected criteria for the sample obtained completely in accordance with the research to be conducted.

In addition, selecting the sample is based on purposive sampling depends on what criteria are used. There were two criteria sample that the researcher took; the researcher took a sample of class X Science 2 consists of 30 students. The criteria were the students that have low English achievement and the lowest class in writing ability. For the sample of this research, the researcher took one class as the sample due to this stands of the reason that class X Science 2 was having a lack of ability in writing skills than the other classes based on the interview with the English teacher.

3.3 Data Collecting Technique

The data were gained based on the students' score on the pre-test and post-test and it could be described more detail as follows:

1) Pre-test

The pre-test was an instrument for collecting the data. The pre-test was given to find out the students' score before the treatment applied. Some topics were provided and it would be chosen by the students. Then students were asked to write descriptive texts about the topics they have chosen. The time allocated for this test was ninety minutes.

2) Post-test

The post-test was also an instrument for collecting the data. However, the post-test was given after the treatments applied. This test aimed to know the score of writing in the descriptive text after doing the treatments in WhatsApp. Typically, the purpose of this test was to investigate the students' writing achievement by comparing the results of the pre-test and post-test. The different topics would be provided for the students compared to their previous pre-test. The time allocated for this test was ninety minutes.

3.4 Instruments

To work out whether the objective of the research had been achieved or not, this research used an essay writing test as the research instrument. There were provided pre-test and post-test. The pre-test was conducted in the first meeting and the post-test was given after the treatments in the last meeting. The students were asked to write a descriptive text by choosing one of the topics which were given by the researcher. The topics were different for the pre-test and post-test.

3.5 Validity and Reliability

In this section there are two parts will be discussed further that is validity and reliability.

3.5.1 Validity

Validity is a matter of relevance. It means that the test measures what is supposed to be measured. To measure whether the test has good validity, the researcher analysed the test from face validity, content validity, and constructs validity.

a. Content validity

Content validity concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum used. Furthermore, the researcher used descriptive text writing test that was supposed to be comprehended by the first grade of senior high school students. The tests consider as valid in content validity since the test of writing constituted a representatives sample of the language skill and structure and also the material was chosen based on the English Curriculum for the first grade of senior high school students.

b. Construct validity

Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs (Gronlund, 1981). Construct Validity is needed for the test instrument which has some indicators for measuring one aspect or construct (Setiyadi, 2006). If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have a positive association with one another. Writing has five aspects; therefore, if the test measures the five aspects, the test was covered the aspects of construct validity. In measuring the construct validity of the

instrument (test), the second-rater was involved in scoring the students' work based on the indicators.

In this research, the researcher administered writing tests and the technique of scoring the students' writing was based on the five aspects of writing; they were content, organization, vocabulary, grammar, and mechanics.

3.5.2 Reliability

a. Reliability of the test

Hatch and Farhady (1982) establish that the reliability of a test could be defined as the extent to which a test produces consistent results when it administers under similar conditions. A test considered reliable if the tests have a consistent result. To ensure the reliability of scores and to avoid the subjectivity of the research, there would be inter-rater reliability. Inter-rater reliability was used when the scores of the test was independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second rater was the English teacher at SMA Negeri 3 Bandar Lampung. So, it is important to make sure that both raters use the same criteria for scoring the students' writing test. To measure how reliable the scoring was, this study used *Product Moment Correlation* with the formula:

$$r_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

r : The correlation coefficient

x : Rater 1

y : Rater 2

N : Number of the students

(Hatch&Farhady, 1982)

After calculating the result of the students' descriptive writing, the data calculated by the researcher, with the standard of reliability below:

- a) A very low reliability (ranging from 0.00 to 0.19)
- b) A low reliability (ranging from 0.20 to 0.39)
- c) An average reliability (ranging from 0.40 to 0.59)
- d) A high reliability (ranging from 0.60 to 0.79)
- e) A very high reliability (ranging from 0.80 to 0.100)

(Arikunto, 2005)

Based on the standard of reliability above, it can be concluded that the writing tests considered reliable if the tests reach the range of (0.60 – 1.00). The reliability of this research could be seen on the explanation below:

1. Result of Reliability of the Score of Pre-test

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{30(120073) - (1876)(1882)}{\sqrt{[30.12012 - (1876)^2][30.120278 - (1882)^2]}}$$

$$r_{xy} = \frac{3602190 - 3530632}{\sqrt{(3606360 - 3519376)(3608340 - 3541924)}}$$

$$r_{xy} = \frac{71558}{\sqrt{(86984)(66416)}}$$

$$r_{xy} = \frac{71558}{\sqrt{5777129344}}$$

$$r_{xy} = \frac{71558}{76007.42}$$

$$r_{xy} = 0.94 \text{ (Very High Reliability)}$$

2. Result of Reliability of the Score of Post-test

$$r_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

$$r_{xy} = \frac{30(141557) - (2035)(2051)}{\sqrt{[30.140967 - (2035)^2][30.142379 - (2051)^2]}}$$

$$r_{xy} = \frac{3602190 - 3530632}{\sqrt{(4229010 - 4141225)(4271370 - 4206601)}}$$

$$r_{xy} = \frac{72925}{\sqrt{(87785)(64769)}}$$

$$r_{xy} = \frac{72925}{\sqrt{5685746665}}$$

$$r_{xy} = \frac{72925}{75403.89}$$

$$r_{xy} = 0.96(\text{Very High Reliability})$$

3.6 Data Collecting Procedure

The procedures of the research are as follows:

1. Determining the population and sample

This research was conducted in SMA Negeri 3 Bandar Lampung as the population of the research. Then, one class from the first grade was chosen as the sample of the research.

2. Deciding the materials being taught and tested

Some topics were provided for the pre-test and post-test.

3. Conducting pre-test to the students

The topic was given to students as the writing test. Then, the students were asked to write a descriptive text with the topic given. The time allocated was ninety minutes.

4. Giving treatments by using WhatsApp

In this step, the procedure of writing descriptive text by using WhatsApp would be explained by the researcher. Then, the students were asked to make a product of writing about descriptive text after the examples were given by the researcher.

5. Conducting post-test to the students

In order to see the improvement of student's writing achievement, the post test was conducted in the class after the students got the treatments. The test was in form of writing test. The students were asked to develop their descriptive text

based on the topics which had been prepared. The post test was conducted for ninetyminutes.

6. Scoring the students' writing

Scoring the students' writing was done after conducting the post-test. In this step, the researcher gave the score based on the 5 aspects of writing. The 5 aspects were content, organization, vocabulary, grammar and mechanic. In this scoring, the researcher used 2 ratters in order to avoid the subjectivity of the researcher. The first ratter was the researcher and the second ratter was the English teacher of the class.

7. Analysing the Data

After scoring pre-test and post-test, the data would analysed by using SPSS software program. It was used to find out the means of pre-test and post-test and how significant the improvement was.

In short, there were several steps of research procedure in this research starting from determining the population and sample, selecting the material, conducting pre-test, giving treatments, conducting post-test, scoring the students' writing, and analysing the data.

3.7 Scoring System

The consideration of criteria for evaluating the students' descriptive text writing ability is based on the ESL Composition Profile by Jacobs et al (1981). There were five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

The researcher was used computation as follows:

1. Content was scored as much as 30% from the total sentences support the main idea.
2. Organization was evaluated as much as 20% from the total sentences were written in chronological order.
3. Language use was scored as much as 25% from sentences used correct grammar.
4. Vocabulary was scored 20% as much as from vocabularies used correctly.
5. Mechanic was evaluated as much as 5% from used punctuation, spelling and capitalization correctly.

In evaluating the students' writing scores the researcher analysed the result of students' text writing. The criteria of the scoring system were based on the rating sheet from Jacobs et al (1981) which concerned to the five aspects of writing. The criteria were shown in the table below:

Table 3.1. Scoring criteria

Aspects of writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through the development of the thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of the subject, adequate range, limited development of the thesis, mostly relevant to the topic but lacks detail.
	21-17	Fair to poor: limited knowledge of the subject, little substance, inadequate development of the topic.
	16-13	Very poor: does not show knowledge of the subject, non-substantive, not pertinent or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well organized, logical sequence, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not
Vocabulary	20-18	Excellent to very good: sophisticated range, the effective word or idiom choice and usage, word from mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; the frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Grammar	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.

	21-18	Good to average: effective but simple construction; the minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: the major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors in spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate.

3.8 DataAnalysis

3.8.1 Data Analysis of the Test

In order to get the results of this research, the data were analysed by using some steps as follows:

1. Scoring the pre-test and post-test.
2. Finding the mean of the pre-test and post-test by using this formula:

$$\text{Md} = \frac{\sum d}{N}$$

Md refers to mean

$\sum d$ relates to total score of the students

N refers to number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test.

(Hatch and Farhady, 2006)

It can be stated that the formula of the mean was used to find out whether there is an increase of students' writing descriptive text.

Meanwhile, this research was intended to find out whether the data were normally distributed or not by using normality test (SPSS). *One-Sample Kolmogorov Smirnov Formula* was used by the researcher to analyse the normality of the data.

The hypothesis of the normality test is:

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal.

The level on the significance used is 0.05. H_0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). To find out whether the data is normally distributed or not, normality test was used as follows:

Table 3.2. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.119	30	.200*	.975	30	.671
Post-test	.118	30	.200*	.970	30	.544

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.2., as can be seen, that the value of the normality test in the pre-test (0.671) and the value of the normality test in the post-test (0.544) were higher than 0.05. It could be concluded that H_0 was accepted and H_1 was rejected. In other words, the data of pre-test and post-test were distributed normally.

3.9 Hypothesis Testing

To measure the improvement, the researcher compared the result of the pre-test and post-test. The data were analysed by using the paired sample t-test in order to know the significance of the treatment effect.

The hypotheses are as follows:

H₀: There is no significant improvement in students' writing achievement from pre-test to post-test after being taught by using WhatsApp in teaching writing.

The criteria are H₀ (null hypothesis) is accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$).

H₁: There is a significant improvement in students' writing achievement from pre-test to post-test after being taught by using WhatsApp in teaching writing. The criteria H₁ is accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$).

In brief, those are the explanations of this chapter which are concerned with research design, population and sample, data collecting technique, instruments, validity and reliability, data collecting procedures, scoring system, data analysis, and hypothesis testing.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use WhatsApp as the media in teaching writing and for those who want to conduct similar research.

5.1 Conclusion

In line with the discussion of the research findings in the previous chapter, the researcher comes to these following conclusions:

1. WhatsApp as the media that was used in this research can significantly improve students' writing achievement. Moreover, the use of WhatsApp was effective to be used in learning activities, it engaged the students' participation in learning activities; the students were excited and enjoyed the teaching and learning process. It can be seen from the means score of the pre-test was 62.8 and increased to 68.4 in the post-test; the gain was 5.6.

2. Based on the result of this research, by applying WhatsApp, the students were capable to get involved actively in the process of writing covering each aspect of writing. The content aspect got the highest score than the other aspects. It was because the students already have the ideas before writing which makes the students only need to elaborate their ideas into sentences then compose the sentences into paragraphs. Besides, WhatsApp can be one of the technologies that helped the students more excited and enjoyed in the teaching-learning process.

5.2 Suggestions

After doing the research, some points of recommendation are put forward as follows:

1. Suggestions to the English teacher

- a. In the process of implementing WhatsApp, the teacher should prepare some rules for the students when it is used both inside and outside the classroom.
- b. To make students showed up in the group online discussion, the teacher should ask the leader of each group to gather their team-mates.
- c. In this research, it was found that the mechanic's aspect had the lowest improvement among the other aspects of writing. Therefore, the teacher should apply effective strategies for improving this aspect, for example, the teachers can correct and discuss more deeply during the teaching process.

2. Suggestions for Further Research

- a. Because of the limitation of time, the researcher only focused on the increase of students' descriptive text writing ability. The researcher suggests other researchers apply different kinds of text and find out the effect of using WhatsApp in other skills such as reading, listening and speaking.
- b. The treatment should be applied more than three meetings in order to get more accurate results of data. Longer the frequency of the treatment day is needed to get a better finding.

Finally, this chapter presents the conclusion of this study during the research and also the suggestions for English teachers and further researchers who are interested in conducting future research in the same field.

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