

**THE USE OF WHATSAPP APPLICATION TO TEACH WRITING  
OF RECOUNT TEXT**

**AN ARTICLE**

**BY:  
ASIANI DUMANAUW  
NIM. F1021141011**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY**

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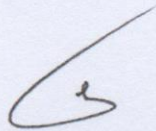
**ASIANI DUMANAUW**

**F1022141011**

**Approved by :**

**Supervisor I**

**Supervisor II**



**Drs. Y. Gatot Sutapa Y, M.Pd**

**NIP. 196507171992031003**

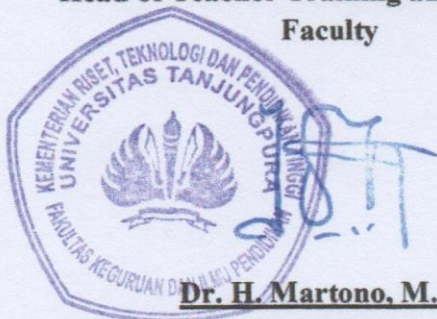


**Urai Salam, M.CALL, Ph.D**

**NIP. 197001111998031001**

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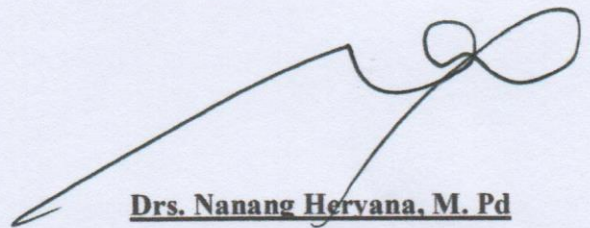
**Head of Teacher Training and Education  
Faculty**



**Dr. H. Martono, M. Pd**

**NIP 196803161994031014**

**Head of Language and Arts  
Education Departments**



**Drs. Nanang Hervana, M. Pd**

**NIP. 196107051988101001**

# THE USE OF WHATSAPP APPLICATION TO TEACH WRITING OF RECOUNT TEXT

**Asiani Dumanauw, Y. Gatot Sutapa Y, Urai Salam**

English Education Study Program of Teacher Training and Education Faculty

Tanjungpura University, Pontianak

*Email : anidumanauw@gmail.com*

## ***Abstract***

This is a study on increasing students' skill of writing recount text through the use of WhatsApp on the tenth-grade students of SMA Negeri 5 Pontianak in academic year 2018/2019. The method implemented in this research was Pre-Experimental research with single group pre-test and post-test design. The subjects of the research were 35 students of class X IPA 1, the writer took the sample by using cluster random sampling. The data were collected through written test. Referring to the research findings, it was showed that the use of WhatsApp gave a positive contribution to the students' writing achievement of recount text. The use of WhatsApp to teach writing of recount text is succeeded in increasing students' writing achievement of recount text. Thus, the writer recommends the teacher to use WhatsApp in teaching learning process, to not only teach writing but also speaking, reading, and listening.

***Key Words: Writing, Recount Text, WhatsApp.***

## **INTRODUCTION**

Writing is one of the language skills that demand students to think deeply and express the idea in form of sentences. The standard competence of teaching writing is that the students are able to create and develop their abilities to write an appropriate English text. Referring to the English syllabus of Curriculum 2013, students of senior high school are taught past tense through various text such as recount text where the students write their personal stories in a form of recount text. In recount text, students can express their feeling and experiences to inform the reader about what happened in the past. The details in recount text can include who were involved, when it happened, where it took place, and what was happened.

Based on the writer's observation, it was found that the tenth-grade students of SMAN 5 Pontianak in academic year 2018/2019 encountered problem in writing recount text. The main problem was students have low score in writing recount text. This happened because

they have difficulties in organizing text, constructing past sentences, lack of vocabulary, and the big problem is that they do not have much time to practice writing especially in the classroom. Less of teaching and learning time in schools especially for English subject make the oral and written practice in the classroom becomes a complicated problem, because there are four major skills and many topics within need to be taught. Therefore, the use of appropriate teaching media is needed. With the use of WhatsApp, it offers teacher to use the development of technology. In line with this, the writer intended to use WhatsApp as a tool to facilitate learning through the use of WhatsApp group where the writer chose cooperative learning as the technique.

Several researchers have conducted 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 on students' writing skills. Fattah (2015) who identified the effectiveness of using WhatsApp messenger as one of mobile learning techniques to develop students' writing skills. The result of this research showed that the students who are taught using WhatsApp had significant effect on their writing skills, particularly on their sentence structures. Salikin and Tahir (2017) the research found out whether or not the use of social media improves the EFL students' writing skill especially in writing descriptive text. The result of this research showed that both the students who are taught using Facebook and WhatsApp had significant improvement on their writing descriptive achievement. The data showed that the score of the students was increased from fairly good to very good category.

This research was different from the previous studies in form of research, terms of subject who participated and the text type that was used. The writer conducted this research through pre-experimental research where the writer used WhatsApp as the medium and cooperative learning as the technique in teaching writing recount text. The writer did the pre-experimental study to find out whether or not the use of WhatsApp application is effective on the tenth-grade students of SMAN 5 Pontianak in academic year 2018/2019.

Nowadays, both teacher and student use social media on their daily basis for communication. Social media refers to any media that allows interaction among people. Some examples of popular social media sites and applications are WhatsApp, Facebook, Twitter, Blogs, and YouTube. Currently, one of the online applications that the students seem attracted is WhatsApp and it becomes a trend among the teenagers because of the features like group chatting, voice messages, and location sharing. Furthermore, WhatsApp is easy to use with quick steps to get started and it supports the operating systems such as Android and iOS. According to Jebakumar and Jisha-K (2014, p.2), "WhatsApp was purposely created by Brian Acton and Jan Koum to make

communication and the distribution of multimedia messaging more easily and faster". WhatsApp (from the English phrase "what's up?") is an instant messaging application for smartphones. It allows users to exchange images, videos, and audios or written messages using internet connection. 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 videos sharing, last is voice message. the providing features in WhatsApp is in line with the purpose of WhatsApp which is to facilitate communication. Therefore, WhatsApp can provide communication between the teachers and students and create another venue for learning.

In teaching learning, teachers can use WhatsApp as a medium to facilitate students in learning English. There are some basic considerations why the social media is used in the process of learning, according to Kheryadi (2017) students are familiar with technologies and it can be an alternative device to provide new learning experiences for students, furthermore, Gon and Rawekar (2017, p.23) state that "as of today, it seems that WhatsApp has advantages over other technological tools employed by the education system, such as low cost, simplicity, accessibility, and efficiency". It is important to note that students are familiar with technologies because most of them use gadgets and active in social media, particularly WhatsApp. It is a free application, easy and simple to be used. With the use of such media, it can engage students in learning English and improve their skills.

The biggest challenges of English teachers face in the classroom are providing students with opportunities and how to engage them in order to write because one of the difficulties in learning English is writing task. Writing task forces students to focus on the language, student feel worried of making mistakes. One of the features in WhatsApp that commonly used in English language teaching especially for writing is the WhatsApp group, as Mistar and Embi (2016) stated that to improve students' writing skill using

WhatsApp, teacher can send a text about particular topic in 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 also in line with Fattah (2015) that state through the use of WhatsApp group, teacher can ask students to write and have discussion. Based on a study conducted by Mohesh and Meerasa (2016), there are 77 participants from 100 participants are like and enjoy the WhatsApp group learning. When teacher and students implement WhatsApp inside or outside the classroom, thus it significantly changes the traditional classroom. There is a good chance for the teacher to go paperless as students simply post their work through online in WhatsApp personal chat or group, then the teacher will respond by giving them feedback or comment.

Since WhatsApp group was used in this research, hence the cooperative learning technique is implemented. Slavin (1995) stated that cooperative learning refers to a teaching technique in which students work in a small group to help one another to learn. In short, cooperative learning is a learning technique which emphasizes in learning together as a group, which each member in the group has contribution in other members' success. Each member of the group is responsible not only for learning the materials, but also for helping teammates to understand the subject and complete the task given, as Harmer (2001) stated that cooperative learning creates responsibility in students. Students give ideas or solutions, they listen and appreciate their friend's idea. In cooperative learning, the role of the teacher is as a facilitator of learning. Teacher observe and help the students, provide clarification, feedback, and motivational support. In cooperative learning, students are active participants. They work together, encourage each other, and share knowledge. Both teacher and students have their own tasks in cooperative learning process. Technology can be used in cooperative learning and can be helpful in achieving the goals of learning as Steelman (2005) stated that cooperative

learning with technology makes the group learning more efficient and enjoyable.

There are many positive outcomes that students can get from the use of WhatsApp, as Mhandeni and Mwakapina (2016, p.83) state that "students are always worried of 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". This is also in line with Mistar and Embi (2016, p.99) that state "WhatsApp has many benefits to the students, it also allows enhancement to the students' learning performance in the way of promoting an active learning development in WhatsApp conversation or discussion". There are some features in WhatsApp that is useful to be used in teaching and learning, the teacher can develop activities using WhatsApp so that students start using the application to practice or learn something including English subject. With the use of WhatsApp, students become more active in teaching learning activities and really help students in learning the language better.

Media play an important role in teaching and learning. Here, WhatsApp is used as a medium to facilitate and help students developing their abilities in writing recount text where they work in group and editing each other's work. There are some challenges to implement WhatsApp inside or outside the classroom, Bouhnik and Deshen (2014, p.228) state "technical and educational challenges are the challenges for the teacher to use WhatsApp." The example of technical challenge is the teacher realized that not all students have a smartphone or the application, and the example of educational challenge is while having discussion, there is a student use rude language. To cover these problems, with the use of cooperative learning, student that does not have smartphone can be less worried because she or he can work together with one smartphone. Teacher also should make some rules for the students when WhatsApp is used both inside and outside the classroom.

Based on the theories and facts explained above, the writer intended to test the



significance of using WhatsApp for teaching writing recount text. The writer employed pre-experimental design in conducting this research. The aimed of this research was to find out whether or not the use of WhatsApp application is effective on the tenth-grade students of SMAN 5 Pontianak in academic year 2018/2019.

## METHOD

The research of this study employed pre-experimental design. According to Cohen et al (2007), pre-experimental research design is divided into three designs, those are the one group pre-test and post-test design, the one group post-tests only design, and the last is the

post-tests only non-equivalent design. The writer used One group Pre-test and Post-test design in conducting this research. The purpose of this design is to know the students' basic score toward the subject in pre-test and to determine whether the treatment give any effect on the outcome by assigning post-test. Thus, the writer chose this design to find the effect of using WhatsApp for all students in the class before and after the treatment applied. According to Cohen et al (2007), the one group pre-test and post-test design can be represented as follows:

**Table 1: One Group Pre-Test And Post-Test Design**

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O <sub>1</sub>	X	O <sub>2</sub>

The population for this research is the tenth-grade students of SMAN 5 Pontianak in Academic Year 2018/2019. In SMA N 5 Pontianak, the students as the sample had already been grouped, where the organization as a group was formed and clustered by eleven classrooms. The number of students in each learning group is 35 to 38 students. Therefore, the writer chose randomly the class as the sample by using cluster sampling technique. Then, the writer got X IPA 1 as the sample of this research.

In this research, the writer used measurement technique to measure students' writing recount text. The measurement was done for both pre-test and post-test. The writer used statistical data to measure the result of both pre-test and post-test. Then, the writer presented the result of students' outcome and effect size toward the treatment.

The tool of measurement technique in this research was written test which was conducted twice in pre-test and post-test. The test was about to write a simple recount text based on the certain topic given in the worksheet. Then, the writer gave the treatment to the students.

After that, the writer assigned the post-test. The students' result from pre-test and post-test were compared to show the outcomes after the treatment. In order to measure the validity of the test, the writer used content validity. In this research, the writer provided detail conceptual definition for each item that was measured. Hence, the writer made a table of specification based on the curriculum 2013 as a guide to make scoring rubric in order to measure the validity of the test. The assessment will be following some criteria namely; (1) content, it covers the organization of the sructure of recount texts such as, orientation, series of events and re-orientation (2) vocabulary and grammar, it includes the sentence structure, the usage of correct word of the function which is categorized by part of speech and written in past-tense. (3) mechanics, it refers to the use of correct capitalization, spelling, and punctuation.

Furthermore, the result was obtained using t-test and effect size. The writer analyses the difference of pre-test and post-test in writing of recount text to determine the significance after the students being treated by using WhatsApp by t-test. After obtaining the t-test, the writer found how significant the difference of pre-test and post-test after being

treated by using WhatsApp through the effect size formula. Then, according to Cohen et al

(2007, p.521) the result of the effect size computation was classified as follow.

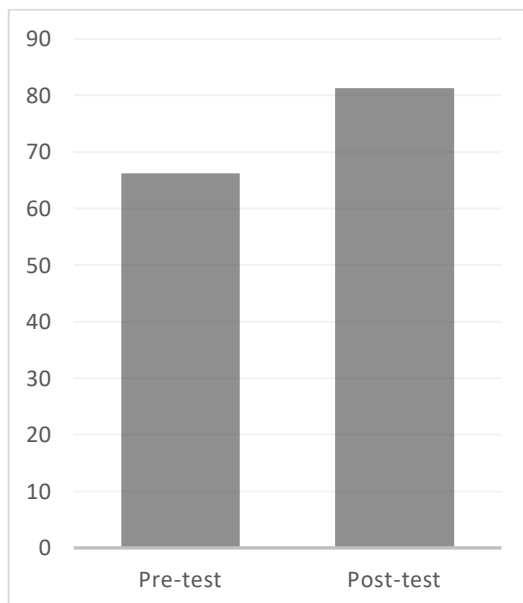
**Table 2: Classification of Effect Size**

Effect size	Qualification
0 – 0.1	Weak
0.2 – 0.3	Modest
0.4 – 0.5	Moderate
0.6 – 0.8	Strong
> 0.8	Very Strong

## FINDINGS AND DISCUSSION

### Findings

There was a significant difference in students' achievement after the treatment. It was shown by the students' post-test score which was higher than the students' pre-test score.



**Figures 1: Students' Mean Score of Pre-test and Post-test**

Pre-test was given to find out the students' ability in writing recount text. In this step, the writer asked students to make a recount text about their most pleasant holiday based on the instruction that the writer has already given to them. The students did their test individual with their own prior knowledge about recount text. The sum of the students' score of pre-test ( $O_1$ ) was 2319 with the mean

score 66.25 which meant that they did not pass the minimum standard criteria achievement (then known as KKM) which is 78.

After the pre-test was assigned, the next step was implementing the treatment as part of experimental design. The treatment was divided into two session, in the classroom and online. In the classroom, the treatment was started by giving students the explanation about using WhatsApp to help them in writing recount text. Then, the writer provided a task for students. After the classroom meeting, students had an online meeting, started the writing practice. In writing practice, the writer divided some activities for students, first activity was pre-writing then drafting where the writer asked students to do the brainstorm and wrote all the information that they have gathered, second activity was reviewing and revising where students had a discussion in each group by reading their friends' draft then correcting the mistakes and errors, making sure the words and sentences are clear. After pre-writing, drafting, reviewing and revising, the last activity was rewriting where the writer asked students to re-evaluate their writing of recount text. In every online meeting, the writer participated in the group by helped and gave feedback to the students.

Post-test was the last step in conducting this research. The purpose of post-test is to obtaining the students' knowledge about recount text after giving the treatment and to find out if there is any improvement in students' writing of recount text. In post-test, the writer used the same test as in the pre-test.

From the post-test, the writer compared the score with the pre-test score to find out the effectiveness of the medium. The sum of the students' score of post-test ( $O_2$ ) is 2846 with the mean score 81.31 which meant that they have passed the minimum standard criteria achievement ( $81.31 > 78$ ). It was showed that, the students' achievement after the treatment was better than before the treatment was given.

The calculation of t-test indicates 13.09. To know how likely the writer is to be right or wrong in rejecting the null hypothesis, the research needed to set the probability level. Creswell (2014, p.212) stated that convention suggests a level of significance can be set at 0.05 where there are 5 chances in 100 of being wrong and 95 chances in 100 of being right. Thus, the writer set the probability level at 0.05. the writer checked the t-distribution table of significance (t-table) 5% with degree of freedom ( $d_f = N - 1$ ), therefore  $d_f = 35 - 1 = 34$ . Since the result of  $d_f$  was 34, then the t-table value is 2.042 at 0.05 level. It means that t-value was bigger than the t-table ( $13.09 > 2.042$ ). It means that teaching writing recount text using WhatsApp to the tenth-grade students of SMA Negeri 5 Pontianak in academic year 2018/2019 has significantly increased the students' writing achievement.

After obtaining the t-test, the writer has to find how significant the difference of pre-test and post-test after being treated by WhatsApp in teaching writing of recount text using the effect size formula. The score of effect size is 2.094. By referring to Cohen et al (2007, p.521) criteria in deciding effect size (see table 2, p.5) the result obtained is more than 0.8 ( $2.094 > 0.8$ ) which is considered as very strong or as a high effect size. It can be concluded that the application of WhatsApp is very strongly affected students' writing achievement in recount text.

## **Discussion**

Considering the effect size that is categorized as a high effect size, the writer provides some of the strengths of using WhatsApp, as follow. During the implementation of the treatment, from the beginning students were excited to use

WhatsApp as the media. Even, students made a WhatsApp group before the writer asked to do so. From the observation of the writer, it could be seen that students had enthusiasm in learning especially when they had discussion about the agreement of the online meeting. Their enthusiasm increased more when they were asked to have discussion. Mona (2017, p.85) states that "WhatsApp helps to facilitate students in discussion, and helps students to overcome their fear of using the language". Students felt excited and enjoyed the writing activity because that was the first time they had online activities. They worked and learnt together as teammates in a group. Most of the students were worried when the writer asked them to use English especially during the online meeting. But when the online meeting was held, students were actively participated in the discussion although they still made mistakes especially with the grammar, as Mistar and Embi (2016), state the usefulness of WhatsApp could improve students' confidence in using the language, being active in the language activities and really help students in learning the language better and this is also in line with Mhandeni and Mwakapina (2016, p.83) that state "students are always worried of 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 because it does not require face to face interactions". As a teammate, students helped each other in correcting the mistakes that their teammates made, instead of making fun of it.

There were some problems that the writer faced during the treatment. There were some problems that the writer faced during the treatment was conducted. The first problem was that after the pre-test was given, the writer and students made the agreement for online meeting. Some of the groups need long time to made the agreement. To cover this problem, the writer gave the option for students to choose the date and time. The second problem was when the online session was held. The writer had to wait for all of the students in the group to showed up. Some of the students were forgot about the agreement. To cover this



problem, the writer asked the leader of each groups to gathered their teammates. The third problem was when the writer gave the instruction for the students, especially when they were not allowed to use Bahasa Indonesia. Some of the students were confused about the instruction even though their teammates tried to gave explanation about it. To cover this problem, the writer gave the instruction for students in Bahasa Indonesia. But still, they were not allowed to use Bahasa Indonesia.

All of students showed a significant difference in their writing achievement after the treatment. It is because today's students like to use technology. Students will be interested in learning if they can use the tools that they like. Mistar and Embi (2016, p.99) also state that "with the fact that WhatsApp has many benefits to the students, it also allows enhancement to the students' learning performance in the way of promoting an active learning development in WhatsApp conversation or discussion". Students found that writing recount text while having discussion through WhatsApp and working together was helpful and they could make a good writing product.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the research findings and discussion in this research, there was a significant difference in students' achievement of writing recount text after the treatment. It could be concluded that, the use of WhatsApp is effective to be used in learning activities, it engaged the students participation in learning activities. They were really excited and enjoyed the teaching and learning process, especially in writing activities. The use of WhatsApp is highly assisted student to understand about the material. Furthermore, with the implementation of cooperative learning through WhatsApp group, it helps students to have conversation in English, they are not only demanded to write in English but also work together and help each other to fix the mistakes in using the language. There are many techniques, strategies and media that can help students to have good skill in writing. The

implementation of cooperative learning through WhatsApp is one of the strategies that can helped students in writing recount text, especially when mostly teachers and students are using WhatsApp. WhatsApp is not just one of the examples of social media and a chatting application, nowadays it can be used for learning purposes that is mobile learning.

### **SUGGESTION**

Based on the conclusion, the writer provided some constructive suggestions as follow. By knowing the use of WhatsApp, teachers will consider and eventually apply WhatsApp as one of the media in teaching learning activity. Teacher can use WhatsApp to have additional class. In the process of implementing WhatsApp, teacher should make some rules for the students when it is used both inside and outside the classroom. WhatsApp can also be used to teach speaking, listening, and reading. For students, by knowing the use of WhatsApp, students will be aware on the use of WhatsApp that is not only as social media, but it can be used for educational purposes. Furthermore, the suggestions for other researchers who have any intention to apply this medium to different kinds of text, they can get basic information from this study to do the further research.

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