



Students' Writing skill through Telecollaboration: in the context of WhatsApp and Facebook

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Abstract: This study focused on observing, identifying potential problems, modifying teaching practices, evaluating the results, reflecting and analyzing the teaching writing skills through telecollaboration. The participants of the research were the students of MA Al Jauharotun Naqiyyah Cibeber grade XII with the total number of 15 students. The students were selected based on the pre-observation writing result which was conducted at the beginning of new term. The selected participants were being taught writing through telecollaboration then observed their progress in learning English writing. The results of the study found that the use of ICT and digital media such as Facebook and WhatsApp application help students in making learning outside school hours. It also motivated students to use English.

INTRODUCTION

The curriculum is a set plans and arrangements regarding the objectives, content, and learning material as well as the methods used as guidelines for administration learning activities to achieve certain educational goals. Based on this understanding, there are two curriculum dimensions, which are the first is arrangements regarding objectives, content, and lesson materials, while the second is a way used for learning activity (Undang-Undang Nomor 20 Tahun 2003). Based on the national curriculum, the English language teaching in Senior High School in Indonesia is given to the students in order to get communication in reading, listening, speaking and writing (Zulela, 2012). English is used as a tool of communication to improve the knowledge, information, and science technology.

Writing is the skill which students mostly do not get impressed and interested (Zulela, 2012). Likewise, most of the students' writing focus is on grammar, spelling and structure, but not on meaning, significance and pleasure. Writing 'correct' sentences make students forget what they are writing about. Otherwise the students become less motivated and not interested in writing activities because the students find the activities are difficult to do. Moreover, it is very important for students who learn second language to be able to write effectively for education, business and personal reasons.

As the English teacher of grade XII of MA Al-Jauharotun Naqiyyah, researcher found that there are many problems that students face in learning English at school. MA Al-Jauharotun Naqiyyah is an Islamic Senior High School which is

based on Islamic traditional education background (pesantren). Concerning about the students' problems and since most of the students in MA Al-Jauharotun Naqiyyah are reluctant to write in English, the researcher assigned students to write a narrative essay to figure out the particular problems in the class. The researcher found most of the students can express better idea through writing but poor in vocabulary, sentences and paragraph construction. Therefore, the researcher is trying to give motivation to students by creating an activity which motivates students to learn English especially in writing. Students feel unmotivated and hesitated to write a long paragraph or essay, especially if students' writing sheets are given feedback with many remarks. It can be seen from the average score of students' achievements at the end of semester is only 55.60. This score is very poor and less than the minimum criteria of standard score (KKM). The minimum criteria of standard score (KKM) of the students of grade XII of MA Al-Jauharotun Naqiyyah at academic year 2015/ 2016 is 7.50. Based on the data, the researcher summarizes that there are problems on the students' achievements.

Collaboration is a form of social process, which is inside Attended by several participants help each other and understand each other's activities (Osipov, Prasikova, & Volinsky, 2015). The reason why researcher choose writing skill through telecollaboration because for some students, especially students of MA Al- Jauharotun Naqiyyah, need some time to think to understand the lesson being discussed, to learn and produce language slower than others. And writing is suitable to students for such learners. The main reasons of why the researcher chooses telecollaboration are because based on some previous research; telecollaboration can increase students' motivation and be meaningful to students' future real life. In addition, writing needs a careful thought, mental and process activity which

students have to go through in order to produce written texts as part of the continuing learning experience. In producing a text, students need to know how to write letter, write using electronic media, write some of writing's special agreement as students need to know how to pronounce spoken English properly.

Based on the information above, the researcher were chose common writing daily activities which are useful and interesting to do by students. Information and Communication Technology (ICT) reported by many researchers have the advantages to motivate students to write, such as attracting students' attention, facilitating students' language learning process, increasing students' vocabulary and facilitating meaningful learning (Son, J. B, 2018). Yunus, Nordin, Salehi, Embi, & Salehi, (2013) reported that ICT gives motivation and positive impacts on students' work and attitudes in class. This research is expected to give more insight on telecollaboration as an activity which is not only a meaningful activity but also applicable in teaching writing for English second language classroom.

This research finding also hopefully will be beneficial to support the previous theory in teaching writing through telecollaboration, will be useful for the teacher to enrich the strategy in teaching writing through telecollaboration and be beneficial to increase the student's motivation and awareness in writing through telecollaboration. In addition, the reseach findings will be beneficial for other teachers to implement teaching writing through telecollaboration as a more effective teaching and learning activity.

THEORETICAL SUPPORT

Types of Writing

Cajkler & Addelman (2013) explain that text types can be classified into two main groups; personal and institutional. Also illustrates personal text types such as notes, telegrams, postcards, personal message, diaries and letters.

Likewise, institutional text types includes advertisements, instructions, public notices, business letters, catalogues, forms, abstracts and summaries, report, and essays. As a result, the teaching writing will involve students to get familiar with the convention of those texts types which are appropriate to their needs.

In addition, Langan (2013) says that an excellent way to learn how to write clearly and logically is to practice the traditional college essay. Essay is a paper of about five hundred words that typically consists of an introductory paragraph, two to four supporting paragraph and a concluding paragraph.

Moreover, writing traditional essay have three advantages; help someone become a better writer; the discipline of writing essay will strengthen skills as a reader and listener; and essay writing will make someone a stronger thinker since it requires mental discipline and close attention to a set of logical rules.

Writing Scoring

In relation with the discussion in chapter one that the goal of learning to write is to be able to participate fully in many aspects of society beyond school such as to pursue careers that involve extensive writing. It is also a fact that writing is an important part of the curriculum in schools from the earliest grades onward and that most students have a formal education system will learn to write, at least at a basic level (Richards & Farrell, 2011).

Writing can be used as a testing device not only to score the students, but also to provide a feedback on what the students have learned. It provides useful evidence of successes and failures in learning, of confusions and errors, and the teacher can diagnose individual as well as general problems on the basis of some aspects of writing work (Junco, 2012).

ICT and Writing

ICT in education perspective is as communication facilities, and features that support teaching, learning and different kinds of activities in education (Ditcharoen & Naruedomkul, 2010).

In addition, Barrs, K. (2012) argue that technology, especially computer world processing, can help teachers increase students' capabilities in writing skills. The use of computer word processing as a tool to enhance students learning, give personal benefits and motivate students to develop writing skills.

From the above theories the researcher sees that ICT from education of view is the technology such as computer which has function to support teaching learning in education.

It has the purpose to stimulate authentic communication tool of global interaction. It also can be used to save, search, control, send and accept information in education. In addition, it stimulates autonomous learning since the students has the ability to combine language and technology to read and write as an integrated goals in education.

Therefore, the researcher is going to implement ICT in teaching writing as a communication through technology media such emails with peer work. Hopefully, this kind of activity motivates the students since it is meaningful and has a purpose to communicate. Numerous changes in writing have been developed by the vast expansion of technology in Weigle (2014). The use of social media network such as Facebook, WhatsApp provides opportunities for genuine interaction with the real audience reader which can be explored in the writing classroom. (Junco, 2012; Kheryadi, 2018).

Electronic media can be a big asset to writing courses since it provides more access to authentic communication and big opportunity to understand and use a wider range of language use and structure than direct interaction. The classroom then becomes a place in which students are exposed to a various set of

autonomous learning instruments for English progress indoor and outdoor of the class.

On the one hand, the curriculum at schools requires teacher to teach students to produce various types of written work such as narrative essay, expository and so on. One computer program which support teachers teaching composition through process writing is composing system.

This type of software supports teachers as revision tools as spell-checkers and grammar-checkers. In short, by using composing system, students can develop writing skills and become autonomous learner with computer assistance. (Barrs, K. 2012)

Definition of Telecollaboration

As explained by Archer et al., (2014) telecollaboration is the uses of internet tools such as email, chat, web conferencing, web page building as well as audio and web conferencing in an educational scheme which usually conducted by a classroom teacher and brings together language learners of different locations to meet and interact with each other. These interactions take place through class to class, teacher to teacher, teacher or expert to class, and students to students partnerships among distally located students, are commonly referred as types of telecollaboration.

Cunningham and Vyatkina (2012) stated that the involvement of language learners in a collaborative project works with partners from other cultures through the use of online communication technology. Meanwhile Mazman & Usluel (2010) demonstrates Collaborative learning objectives are getting the students to take almost full responsibility for working, building knowledge, changing and evolving together. Incorporating network-based learning into the process of collaborative learning can also become beneficial in terms of knowledge and experience.

In line with the explanation about the definition of telecollaboration and

consider the activity involves in writing through ICT, the researcher choose telecollaboration as peer work to the students.

Advantages of Telecollaboration

Williams (2011) says that there are many advantages of telecollaboration. It offers students opportunity to go together to “visit” many places around the world and get real life activity through internet, allows students to interact and correspond to the learners from other cultures or countries to practice language, provide feedback, and share personal and cultural information.

Furthermore, Andujar (2019) argued that telecollaboration model followed together with learning principles that depend on learner autonomy and help and motivate reluctant students to participate, share personal ideas and increase intercultural proficiency, may be more significant in such exchanges than improve second language accuracy. Helm (2015) added that telecollaborative also gives opportunity for students to correspond with learners from other cultures and countries and expanding their global awareness.

Telecollaborative would broaden the thinking both students and teachers by exposing them to different perspectives. It provides an opportunity for teachers to “piggy-back” on the rich online opportunities that have been created by colleagues from all over the world. It helps link students and teachers to various resources that normally wouldn’t be available to them in the classroom. In contrast to the findings above, the evidence also recognize the huge effort made by instructor to create and maintain collaboration, due to various levels of their students in language proficiency and computer skills as well as frequent barriers in accessing computer and internet. The nature of collaboration has been less than satisfactory since it has two dimension; time and place (Richards & Farrell, 2011).

METHOD

Research Design

The researcher conducts the research using qualitative case study since researcher observes and describes characteristics of a class in MA Al-Jauharotun Naqiyyah. The researcher observes students with particular problems. The observation has the purpose to look for a systematic connection among the behaviors being observed, its characteristics, problems and treatments.

In line with research design, Supports that the case study is a method of research in which a case can be seen as a single class of objects that can be investigated in the context in which it occurs (Nunan, 2012).

Identifies that single case research represent a special type of case study. In regard to the research design, the researcher will do something to the subject being investigated and evaluate what will happen as a result. This study emphasizes on the look for a systematic connection among the behaviors being observed, its characteristics, problems and treatments in the process of teaching writing through telecollaboration in Islamic Senior High School in Cilegon and investigate students' motivation in writing through telecollaboration, to investigate the process on how writing through collaboration can develop students' writing skills, to investigate how students telecollaborate and respond to writing through ICT (digital media). The researcher focuses on observing, identifying potential problems, modify teaching practices, evaluating the results, reflecting and analyzing the teaching writing skills through telecollaboration.

Research Participants

The participants of the research are the students of MA Al Jauharotun

Naqiyyah Cibebur grade XII with the total number of 15 students. The students are selected based on the pre-observation writing results which are conducted at the beginning of new term. The research implement purposeful sampling data collection which represents an important decision point in a qualitative research (Suparman, 2009; Tracy, 2019; Ware, P., et al 2012).

Data Collection Techniques

The types of collecting data of the research are observation, interviews, documents and audio materials.

Observation

This study uses observation in collecting the data since the study is to see the process of teaching learning activities on writing through telecollaboration in one school and a group of students. The researcher explores the problem under investigation and determines a number of possibilities and rational to choose an approach that should be presented to find the solution for the research question how the use of telecollaboration activities can improve and develop students' writing skills. Besides as a mainstay of action research, Nunan (2012) explains that observation enables researchers to document and reflect systematically upon classroom interaction and events. It can be used as conscious notification of classroom action and occurrences which are relevant to the issues or topics being investigated that can be taken regularly. Observation also refers to the procedure that ensures the information collected provides a sound basis for answering research question and supporting the interpretation that are reached.

Documents

The researcher uses students writing task since the students writing is easy to be analyzed to what extent the changes have been implemented. The development of students writing tasks can be seen in the preform as the stages of the action research process to see the impact of the teaching writing through telecollaboration

by involving the students in the learning process through group evaluation and peer feedback and self-assessment. There are various preform to track the task which are developed and reflect to the results.

Interview

The final stage in the collecting data is interview. Interview is used to support the document and the finding of observation. And the most important point that a researcher should remember is; as an interviewer, a researcher should become a good listener and record all the information on the interview protocol in case of the difficulty in jotting down information quickly. The purpose of the interview in this research is to gain accurate data and information to find the answer for the research question on how the use of telecollaborative activities improve and develop students’ writing skills and how the students’ respond to telecollaboration.

By implementing interview to the participants, the researcher can get authentic information and the participants do not feel hesitate to speak and share ideas on the teaching learning process.

Instruments of the Research

In line with the data collecting techniques that is being used, the instruments of the research covers the observation and interview guides and students’ writing tasks.

Observation Guide

Observation guide is the method of recording notes in the field to obtain the detailed information during the observation. The purpose of the observation guide is to see real situation and condition in English teaching learning process especially writing.

Students’ Writing Tasks

Students’ writing a task is one type of collecting data. In this study, students writing tasks are used at the first stage of the research to see the students’ writing abilities. The researcher asks the students to write a narrative writing tasks of 200 -

500 words in order to analyze the content and the construction of paragraph whether the students writing tasks have a good construction of sentences, a central idea, two to four supporting details and a conclusion (Langan, 2013). The next stage in the study, the researcher asks the students to work in group of 3 to collaborate use internet as a network-based learning to the process of telecollaborative activities.

Interview Guide

Interview is one of the instruments in the data collection. It helps researcher to ask questions to the students. In addition, it also encourages students to improve their speaking skill since they are exposed during interview. Despite that, interview guide helps researcher to control questions which have the relation with the topic being observed.

RESULT AND DISCUSSION

a) The analysis results of pre-test and post-test content

There is a decrease in the level of good to average, the pre-test content score for the level of good to average is 6 and the post-test for the level of good to average score is 5, there is a decline in score that is the difference in one point, it becomes an extra point for the level of fair to poor, as shown in the following table:

Tabel 1. Pre-Test and Post-Test Content

No	LEVEL	Table		Graph	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	EXCELLENT TO VERY GOOD	0	0	0	0
2	GOOD TO AVERAGE	6	5	37.5	31.25
3	FAIR TO POOR	10	11	62.5	68.75
4	VERY POOR	0	0	0	0
	Total	16	16	100	100

b) Pre-test and Post-Test Organization

The results of the analysis of the pre-test and post-test performed on the pre-test and post-test content showed that there is an indication of rising score 7 points in the level of fair to poor, the pre-test showed the number 7 points at the

level of fair to poor, the post-test be a score of zero (0) point, the further increasing grade at the level of good to average, the pre-test score is nine (9) points in the level of good to average, the post-test score of sixteen (16) points, there is a significant increase the interview guide Organization, as shown in the following table.

Table 2. Pre-Test and Post-Test Organization

No	LEVEL	Table		Graph	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	EXCELLENT TO VERY GOOD	0	0	0	0
2	GOOD TO AVERAGE	9	16	56.25	100
3	FAIR TO POOR	7	0	43.75	0
4	VERY POOR	0	0	0	0
Total		16	16	100	100

c) Pre-test and Post-Test Vocabulary

The results of the analysis of the pre-test and post-test performed on pre-test vocabulary and post-test vocabulary, there is an indication of the increase in the score was 5 points better at the level of fair to poor, pre-test vocabulary showed score 15 points at the level of fair to poor , post-test vocabulary achieved a score of 10 points, and add to the score by 5 points at the level of good to average, the post-test vocabulary get a score 6 points at the level of good to average, pre-test score 1 point, there is an increase in the interview your vocabulary, as shown in the following table:

Table 3. Pre-Test and Post-Test Vocabulary

No	LEVEL	Table		Graph	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	EXCELLENT TO VERY GOOD	0	0	0	0
2	GOOD TO AVERAGE	1	6	6.25	37.5
3	FAIR TO POOR	15	10	93.75	62.5
4	VERY POOR	0	0	0	0
Total		16	16	100	100

d) Pre-test and Post-Test Language Use

The results of the analysis of the pre-test and post-test conducted on language use are an indication of rising score of 7 points better than the level of fair to poor. In the pre-test vocabulary

showed scores of 16 points, the post-test vocabulary resulted score of 9 points and increased to score of 6 points at the level of good to average, and the level of good to average on pre-test score of 0 points, as well as at the level of excellent to very good post-test adds a score of 1 point, so there is a very significant rise in the interview guide of language use, as shown in the following table:

Table 4. Pre-Test and Post-Test Language Use

No	LEVEL	Table		Graph	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	EXCELLENT TO VERY GOOD	0	1	0	6.25
2	GOOD TO AVERAGE	0	6	0	37.5
3	FAIR TO POOR	16	9	100	56.25
4	VERY POOR	0	0	0	0
Total		16	16	100	100

e) Pre-test and Post Test Mechanics

The results of the analysis of the pre-test and post-test mechanics who do show indications of the increase in score is the number 3 points better than at the level of fair to poor, the pre-test mechanics showed scores 16 points, level of fair to poor in post-test vocabulary gets scores 13 points and increased to score of 3 points at the level of good to average, the post-test mechanics got score 3 points, and the level of good to average on pre-test score of 0 point, there is a considerable rise in the interview guide of mechanics, as seen in the following table:

Table 5. Pre-Test and Post Test Mechanics

No	LEVEL	Table		Graph	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	EXCELLENT TO VERY GOOD	0	0	0	0
2	GOOD TO AVERAGE	0	3	0	18.75
3	FAIR TO POOR	16	13	100	81.25
4	VERY POOR	0	0	0	0
Total		16	16	100	100

CONCLUSION

The use of ICT and digital media such as Facebook and WhatsApp application

help students in making learning outside school hours because the students could communicate using social media. ICT applications used in learning English can help students to increase vocabulary and improve English. It also motivates students to use English to chat, give comments and make status on social media.

Tellecollaboration activities give beneficial for students under certain condition such as good internet connection, computer facilities at school and good knowledge of ICT for the teacher. Unfortunately there were some problems such as bad internet connection and computer facilities at school so that students use laptop and gadget for the learning activity.

Teacher should be someone who has a good skill in ICT since there will be hackers who will hijack the group account in social media and posting some inappropriate content materials as the researcher experienced during the research. Telecollaboration should be implemented carefully and well-planned since some students can surf another subject on the internet. Since ICT is a major supporter for English study, so the teacher should be someone who has good skill in ICT in order students can browse, surf the internet without any constraints with the existing resources on the internet indefinitely.

Teacher should give more assistance since many students do not focus on learning and sometimes use the opportunity to surf the other subject. Beside there are some postings that are not related or appropriate with the lessons. The school should have a good internet connection and the computer laboratory should be available so that students do not face any constrains in using the facility study.

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