



USING WHATSAPP AS A LEARNING MEDIA IN TEACHING WRITING

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Abstract

This paper discusses about the use of WhatsApp application as a learning media in teaching writing at the eleventh grade students of SMAN 2 Bone academic year 2020/2021. The study aimed to find out the teacher implementation of using the WhatsApp application in teaching writing at the eleventh grade of SMAN 2 Bone. In addition, also to find students' perceptions in using the WhatsApp application in teaching writing at the eleventh grade of SMAN 2 Bone. This research includes qualitative research with descriptive qualitative. Sampling in this research using purposive sampling technique, where the sampling technique was to take one teacher and ten students. The data was collected by observation and interview. This research researcher analyzed data by reduction, display and drawing conclusions/verification. The result of the research that the teacher implementation used of WhatsApp application in teaching writing was carried out by utilizing the features of the application, however the use of the WhatsApp application was not optimal because it was recommended for teacher to make learning variations to attract students' interest in learning. According to students the use of this application can help in collecting assignments easily.

Keywords: *WhatsApp Application, Learning Media, Teaching Writing.*

INTRODUCTION

As one of the language learning that should know by the student is writing skill. Writing is one of the productive skills which important to learn by the student. Writing is often considered one of the most complex skills for the student (Pasand and Haghi, 2013). Writing also is a way of sharing information, ideas, or thoughts in grammatically correct sentences. Therefore, writing is an ability to express the students' ideas as well as feelings and communicate with others. It means writing ability regards as the language area which builds the last and the hardest of all other languages.

Besides that, writing has some elements namely organization, vocabulary, mechanics, content, grammar which is a process to get product language by the student. In teaching writing, the students have some problems. Those difficulties are poor organization, unstructured content, incorrect grammar, word choice, and mechanics, such as spelling, capitalization, and punctuation (Pertiwi, 2016).

In this era, technological developments have an impact on everyone's aspects of human life. The development of technology in the modern digital era causes many things the growth of social media. In supporting the success of the learning and teaching process, educators are certainly no stranger to the use of various learning media in their learning such as audio and visual media or using cards, cardboard, sticks, and pictures. Currently, the world is hit by a disaster that causes all levels of society to be exposed to social distancing. In the world of education, students are not allowed to carry out education in schools to avoid covid-19 or reduce the spread of covid-19. Thus education can still be carried out, the government encourages educators to conduct online teaching using technology.

There are many modern and effective ways in the teaching of English, such as songs, movies, English magazines, English novels, taking courses, chatting on social media, etcetera. One of them is through social media such as WhatsApp, Facebook, Instagram, Twitter, Linked In, Friendster etcetera. WhatsApp (WA) is one of the most popular social media used by

Indonesians. Almost all humans use WhatsApp as a daily interaction making it easier for interactions between people via messaging, pictures, audio, documents, and what is unique from WhatsApp is group discussion.

One of the online communication tools on smartphones that are widely used in everyday life to communicate with each other is WhatsApp. WhatsApp is one of the alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction (Kheryadi, 2017) WhatsApp can be used by sending messages, videos, audio, photos, discussion topics, and creating discussion group chats with a purpose. The maximum number of active WhatsApp group chats is 256 members.

There are many modern and effective ways used to improve knowledge of English such as song, movie, English magazine, English novel, joining the course, chatting on social media, etcetera. Using social media like WhatsApp, the user can explore the idea, show expression, update status, and others (Faida Rahmawati, 2017). Teaching writing via WhatsApp can be done anywhere, WhatsApp provides sharing features that allow students to interact with teachers online, teachers can set up WhatsApp groups to facilitate students in discussions, putting some online material, conducting quizzes, voice notes, and many more.

Based on a brief discussion with one of the English teachers at SMAN 2 Bone that there are still some students who do not understand the use of grammar, vocabulary mastery, organization, mechanics, and content. For example, in the use of verbs and tenses. For example the sentence "I am Writing" some students are using I am Write sentences instead of I am Writing they still do not understand the use of tenses and verbs. They still think that the sentence has the same meaning. Therefore, the teacher thinks WhatsApp is an effective tool that can be occupied (Kheryadi, 2017). Hopefully, the student will be trained to learn responsibility stand-alone, active, cooperative in solving the problem, collaborative, and skill in technology.

Based on the explanation above, the researcher interests to research entitled "Using WhatsApp Application as a Learning Media in Teaching Writing".

Based on the explanation above the researcher formulates the literature review : Writing is a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language, but a tool used to make language be read. According to Robin Jeffrey (2016) there are four main types of writing:

1. Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions but focuses on accepted facts about a topic, including a statistic or other evidence.

2. Descriptive

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene merely describe things as they are.

3. Persuasive

Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author's opinions and biases, as well as justifications

and reasons, which were given by the author as evidence of the correctness of their position. Any “argumentative” essay you write in school should be in the persuasive style of writing.

4. Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with the characters, conflict, and settings.

In learning writing needed learning media, Puspita and Hanif says (2019) learning Media is defined as a means of supporting the learning process that teachers use in delivering material to students to make it more effective and efficient. Azhar Arsyad (2011) suggests the learning media are tools of graphic, photographic, or electronic to capture process and reconstruct visual or verbal information. Therefore, learning media is needed that is easily accessible by students and teachers one of the most widely used media is WhatsApp application.

Johnsons and George (2014) mentioned that since WhatsApp is apparently a new phenomenon as a communication platform between students and the teachers. Therefore, as for the steps in using the WhatsApp application as media in teaching: (1) Download and then open the WhatsApp application on the Google Play Store or Apple Store, (2) the teacher creates a study group. This group is what we will use as an online class, both for the activities of providing material, training, assignments etcetera, (3) the teacher invites students to join online classes that have been created, can enter one by one or invite students through a link, (4) the teacher makes attendance online by using Google form, (5) the teacher makes a schedule and learning plan, (6) teachers and students engage in online learning activities, (7) The teacher provides material and assignments to measure the extent of students' understanding, and (8) the teacher gives an assessment of student learning outcomes.

METHOD

The Research Design

This research used qualitative methods. The qualitative method has a strong quality to provide complex textual descriptions of how people experience a given research issue. Descriptive research is research which focuses on describing situation and condition to be explained in a research report (Sugiyono, 2017). This approach of research is used to provide a better understanding of the research problem as viewed from the perspective of the research participants. Qualitative data consists of information that the researcher gathered through observations, interviews, and questionnaires. To gain depth understanding, the researcher preferred to use the qualitative method to collect the data. The techniques that the writer used to collect the data of this study were observation and interview.

Sample

In this study, researchers used a purposive sampling technique. The purposive sampling technique is a process of selecting a sample that is believed to be representative of a given population (L.R Gay, 2012). Sugiyono (2017) says that the purposive sampling technique is a sampling technique with certain considerations. The researcher took ten students as a sample of this research with the consideration that the students more often using the WhatsApp application as a learning media than any other application in teaching writing and the teacher as a sample in observation.

Instrument

The instrument of this research is observation and interview. They were as follows:

a. Observation

Observation is a method or way to analyze and file notes systematically, not only limited to people but also other natural objects (Sugiyono, 2017). The researcher observes the process of teaching and learning English through a WhatsApp Application in teaching writing. Observation is divided into two types according to its implementation, namely (1) Participant observation is an observation that if used will obtain complete, sharp data, and to know the level of meaning of each visible behavior where the researcher is directly involved, (2) Non-participant observation is observations where the researcher is not directly involved and only as an independent observer (Sugiyono, 2017). In this research the researcher was not directly involved and only observed, the observation used is the observation checklist. An observation checklist is an observation method that can provide information about the appearance or failure of the observed behavior by giving a checkmark if the observed behavior appears (Haris Herdiansyah, 2010). Participant behavior is recorded through an observation checklist with yes and no answers. Observations were made in this research to determine the implementation of the teacher in using the WhatsApp application as a learning media in teaching writing.

b. Interview

An interview is a conversation with a specific purpose. The conversation was conducted by two parties, namely the interviewer who asked the question with interviewees who provide answers to the questions (Moleong, 2012). Qualitative research places humans as research instruments, in obtaining data from students and teachers, or other parties through interviews. Sugiyono (2017) mentioned there are three types of interviews, namely (1) a structured interview is an interview where the researcher has prepared a research instrument in the form of a written question whose answer has been prepared, (2) a semi-structured interview is a type of interview to find problems more openly, where participants are asked for their opinions and ideas in the data collection process, and (3) an unstructured interview is an independent interview where the researcher does not use an interview guide that has been systematically and completely structured for data collection.

The interview model used by the researcher is the semi-structured interview. The semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions (Longhursts, 2010). In semi-structured interviews, the researcher is armed with core questions that can be developed by the development of the interview process so that it leads to the expected data acquisition. This Interview is used to obtain information from sufficient data to determine the use of WhatsApp as a learning media in teaching writing.

Procedures

The procedure of collecting data of the research as follows:

a. Observation

In this research procedure, the researcher conduct observation took three meetings to this research by used file notes to collect data of observation that aimed to find out more information and to support data for interview. Researchers used an observation checklist with "yes" and "no" answers by paying attention to two important components, namely the teachers teaching technique and the student's responses to the online learning process.

b. Interview

In this research procedure, the researcher interview ten students and one teacher. The first thing to prepare is a list of questions for the interviews participants will be interviewed by asking questions related to the use of the WhatsApp application in learning to write. In the interview process, the researcher used two options, the first is using audio recording where there is a direct interaction process during the question and answer process, and the second is using voice notes as one of the features of the WhatsApp application which means the question and answer process is done indirectly or online. However, the interview process could only use one of the options or both options were used by adjusting the conditions. Each student get the same questions that must be answered and the teacher gets different questions from students. In conducting the interview the researcher use Indonesian then, the researcher transcribed all the answers from the participants into English to analyze the results of the interview.

Data analysis

Data analysis is carried out by organizing data, describing it into units, synthesizing it, arranging it into patterns, choosing which ones are important and what will be studied, and making conclusions that can be shared with others (Sugiyono, 2017). Based on this type of research, namely qualitative research. The researcher used interactive models according to Matthew B. Miles and A. Michael Huberman (1994). Then, the researcher used triangulation to support the resulting research. According to Creswell (2012) Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research. The triangulation technique is only used on question one about implementation of the teacher in using the WhatsApp application as a learning media in teaching writing. There are three data analysis: data reduction, data display, and conclusion drawing or verification.

a. Reduction data

The first step is data reduction. Reducing data means summarizing, selecting main things, focusing on important things, looking for themes and patterns. Reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection and look for them if needed. In this case, the data that be selected by the researcher are teacher implementation and perception students from the results of observation and interview during the teaching writing process.

b. Display data

After the data is reduced, the next step is to display the data. The presentation of data in this study is carried out in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. By displaying data, it will be easier to understand what happened, plan the next work based on what has been understood. The data that has been reduction the researcher make a table, then describe the content on the table. Researchers will use learning media WhatsApp in teaching writing in this study to display data.

c. Conclusion Drawing/verification

The third step in qualitative data analysis is drawing conclusions and verification. The initial conclusions expressed are still tentative and will change if no strong evidence is found to support them at the next stage of data collection. But if the conclusions made at an early stage are supported by valid and consistent evidence when the researcher returns to the field of collecting data, then the conclusions put forward are credible. The researcher got a conclusion about the use of WhatsApp application as a learning medium in teaching writing.

FINDINGS AND DISCUSSION

In this section the discussion about implementation teacher and students perceptions. The results of the use of WhatsApp application as a learning media in teaching writing at the eleventh grade of SMAN 2 Bone based on the data analysis described above, it follows:

1. The Teacher Implementation of Using WhatsApp Application in Teaching Writing

Observations were made in three meetings with the aim of knowing the implementation of teachers at SMAN 2 Bone. In the first, second, and third observations the teacher applied the same learning step. The first step that the teacher does is create a discussion group, then greets students and sends a list of absences in the form of a list, after that the teacher reviews the material by asking what things were studied before then the teacher explains the material to be studied by students, the teacher also explains the purpose learning or basic competencies that will be learned through voice notes or chat in other words the teacher explains the material based on the existing syllabus, besides that the teacher also uses a learning model according to the theme of the material and uses the internet as a learning resource.

In reality, the teacher does not use all the features in the WhatsApp application but only uses voice notes or videos. To see if students pay attention to the material provided through the info feature that helps teachers check students who are active and not paying attention to the explanation of the material given by the teacher. The teacher always provides opportunities for students to ask and answer questions from both the teacher and their friends. At the end of the lesson the teacher will give assignments to students in the form of quizzes or questions and inform students about the material to be studied at the next meeting.

In addition to making observations, interviews were also conducted to strengthen the information obtained from the teacher, in the first interview item about the teacher's strategy in teaching, namely by providing an explanation of the material based on the material discussed at the meeting, also providing opportunities for students to write what was discussed at the meeting, provide clues or keywords according to the material and then formulate the material after that and then explain the material discussed at the meeting. Based on the interview, the second item is about the most appropriate features of the WhatsApp application, namely chat, picture, and voice notes. Furthermore, on the third item about the advantages of using the WhatsApp application, namely being able to send material via photos or voice notes and being able to repeat the material via cellphone easily. The fourth item about the disadvantages of using the WhatsApp application is that students are not directly guided and the teacher cannot directly check what students have written. The last item about the challenges faced was not in the WhatsApp application but how the students were willing to learn.

Based on triangulation, the results obtained that the statement of item eleven on the observation about "teachers use the voice note feature or send videos to explain the material given to students" has an answer in the third item interview with the answer "the teacher can send material via photos or voice notes" This proves that triangulation of data will strengthen the data obtained from the study.

In the research conducted by Wiji Lestari (2021) with the research title "Utilizing WhatsApp as a learning media in the network during the covid-19 pandemic in grade VI elementary school" using the same research instrument as the researcher did, using observation and instruments as well as triangulation techniques. The results of research conducted by Wiji Lestari show that teachers have used WhatsApp as a learning medium in supporting online learning activities by utilizing the WhatsApp photo and voice note features and in its implementation there are several obstacles, one of which is signal interference. While the results obtained by the researchers in this study showed similarities in the use of WhatsApp application features with the research results obtained by Wiji Lestari. But the teacher also said that it was not the application that was the problem but the willingness of the students to learn.

2. Students' Perceptions in Using WhatsApp Application at Teaching Writing

The WhatsApp application is used as an application that helps student in the learning process. However, during the activity, students experienced many obstacles such as limited quota so that it was difficult for them to follow the lessons, lack of understanding instructed by the teacher, and also other difficulties that made them think that using WhatsApp in English lessons was less interesting and the teaching and learning process was less optimal.

In this case, the researcher has conducted research through interviews to find out students' perceptions about the use of the WhatsApp application in teaching writing.

First, the results of the interviews by researcher with students regarding how understand online learning by using WhatsApp, all students stated that by paying attention and repeating the material presented by the teacher. In this case the researcher concludes that students understand online-based learning using the WhatsApp application.

Second, the results of the interviews by researcher with students regarding WhatsApp as a media of learning in teaching writing, there were six students stated that WhatsApp was quite easy to use, interesting and helpful in the process of learning writing, but four students stated that WhatsApp was very difficult to use and very annoying. In this case the researcher concluded that students agreed to use the WhatsApp application as a medium but were less than optimal in its use.

Third, the results of the interviews by researcher with students regarding features are most appropriate to use in the WhatsApp application, Most of the students stated that it was more appropriate to use the video, voice notes, document, chat features and a small number were more appropriate to use pictures and audio. In this case the researcher concludes that students want to use all the features contained in the WhatsApp application.

Fourth, the results of the interviews by researcher with students regarding the time effective in learning writing using WhatsApp application, based on the results obtained, the results were balanced where five people stated that the time used in learning WhatsApp was effective because it could be done anytime and anywhere. While the other five stated that it was not effective because sometimes it was carried out outside the supposed lesson schedule, teachers were also sometimes late for teaching. In this case the researcher concludes that the time used is effective if the teacher enters according to the lesson schedule determined by the school can also be done anytime and anywhere.

Fifth, the results of the interviews by researcher with students regarding material conveyed well, some students stated that they accepted the material presented and some found it difficult to accept the material presented. In this case the researcher can conclude that some students still have difficulty understanding the material presented by the teacher, therefore they need things that can attract students' interest in learning.

Sixth, the results of the interviews by researcher with students regarding advantages WhatsApp in teaching writing, most of the students stated that they saved quota and could send assignments easily, while a small percentage stated that students could reread the material explained without having to take notes. In this case, the researcher concludes that the most dominant advantage felt by students in learning to write using the WhatsApp application is saving quota.

Seventh, the results of the interviews by researcher with students regarding disadvantages WhatsApp in teaching writing, some students stated that the network was sometimes unstable causing students to sometimes not participate in learning, there were still some students who had difficulty understanding the material presented by the teacher, and the cellphone storage room was not enough so that old chats were deleted automatically. In this case, the researcher concludes that it is still difficult to understand the material presented by the teacher as an obstacle.

Finally, the results of the interviews by researcher with students regarding how should teachers do in using WhatsApp in teaching writing, all students suggested that teachers use different WhatsApp features when teaching, also make teaching videos that are easier for students

to understand. In this case the researcher concludes that student suggestions are very important in order to attract interest in learning.

In the research conducted by Sihatul Mardiah (2020) with the research title "Students' Perception on The Use of WhatsApp Application in Teaching of English at Eight Grade Students' of Madrasah Tsanawiyah Nurul Hidayah Bhakti Idaman Tanjab Timur Jambi" using a research instrument in the form of interviews conducted with students. The results of his research found that students' perceptions of the use of the WhatsApp application in learning English, namely students who thought that learning English through the WhatsApp application did not provide maximum results. While in this study, the results of the interviews showed that the online learning using the WhatsApp application was not optimal, especially writing. However, students expect teachers to make learning variations, especially by using the features available on WhatsApp, teachers should also be able to master and use technology and information in the online learning process.

Based on interviews with the students, it can be concluded that students still have difficulties in understanding writing material through the WhatsApp application so that the results are not optimal, but collecting assignments can make it easier for students because they can send quickly and easily. Therefore, it is recommended for teachers to make learning variations, especially in using features on the WhatsApp application to attract students' interest in learning.

CONCLUSION

Based on the result of finding and discussion in the previous chapter, the conclusion can be concluded as follows:

1. The teacher implementation of using WhatsApp application in teaching writing based on observations, interviews, and triangulation that teachers have utilized the WhatsApp application by using the features available on the WhatsApp application in the learning process so that it can make attracting students in the learning.
2. Students' perceptions in using WhatsApp application at teaching writing based on interviews with the students show that the use of the WhatsApp application is not optimal, especially in writing, because it is recommended to teachers to make learning variations, especially in using features on the WhatsApp application to attract students' interest in learning. However, the use of this application can help students in collecting assignments easily.

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