

The Effectiveness of Using Whatsapp Group to Improve Grammar Ability in Report Text of The Tenth Grade Students at SMA N 1 Prambanan in The Academic Year of 2019/2020

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ABSTRACT

This research points out whether there was any substantial difference or not in the enhancement of students' grammar ability achievement in report text between students who were taught by using WhatsApp group and those who were not taught by using it. The population of the study were all of the tenth graders of SMA N 1 Prambanan in the academic year of 2019/2020. While, the samples were the students of X IPS 1 class as the experimental group, and the students of X IPS 2 class as the control group. Data collecting techniques used by the researcher were try out, pre-test, and post-test. Research instrument in this study were grammar test and questionnaire. Descriptive analysis and inferential analysis is applied in analysing the data. The results showed that the mean increase in the experimental class was higher than that in the control class. Furthermore, the independent sample t-test result revealed that the value of Sig. (2-tailed) was smaller than 0,05. Thus, it can be concluded that WhatsApp group was effective to teach grammar in report text for the tenth grader students of SMA N 1 Prambanan in the academic year of 2019/2020.

Keywords: WhatsApp Group, Grammar, Report Text

1. INTRODUCTION

Grammar plays a vital role in language learning. Lamsal (2011:2) states that grammar of a language is crucial for the those who are learning the language but the knowledge of grammar is perhaps urgent for the second language learners than the native speakers. It is because in the process of obtaining the mother tongue, the native speakers instinctively adopt the grammar of the language while the second language learners have to rouse a mindful exertion to grasp the grammatical aspect of the language.

In classroom context, even though English grammar is important, most students think that grammar is the most difficult material in learning English. This perception was also felt by the tenth grade students of SMAN 1 Prambanan. It was showed by the result of the researcher's interview with one of the English teachers at SMA N 1 Prambanan on Friday, 10 January 2020. The teacher said that grammar is the most difficult material to understand by the students among other English materials. The fact was supported by the students' answers on the questionnaire given by the researcher on Thursday, 16 January 2020. Among 66 students, around 95% of them stated that English grammar was difficult to learn.

There were several reasons in making English grammar was difficult to understand based on the students' answers on the questionnaire. They were; the differences in sentence structures between English and Indonesian, difficulties in memorizing the vocabularies, difficulties in understanding the sentence rules, less practice in doing the tasks, and inappropriate ways of learning.

According the information in the previous section, it was concluded that the students' problem in understanding the English grammar need to be resolved because it can be more hard for them to study the materials in the next stage or position. Besides, as stated by Saraswati (2015:16), the students' difficulties in understanding the grammar can make the students become confused, lack of focus, and easily bored while studying grammar in the classroom. It can drive the students get undesirable impact; they turn into unenthusiastic to understand it and incapable to speak in English.

One of the ways to help the students in understanding the grammar is by applying an enjoyable learning process by using a suitable and innovational media, such as WhatsApp application. WhatsApp was chosen because it is the most recent popular today among other social media. According to data in Messenger People (2019), as of July 2019, WhatsApp has around 1.6 billion users who were accessing the WhatsApp on a monthly basis. It makes WhatsApp be the top messaging app worldwide and be the number one in a ranking of global mobile messenger apps.

Another reason was because WhatsApp has several features which are able to support the learning process, such as: group chat, audio message, sending picture or video, and many more. Whereas, Kheryadi (2017:12) stated that the utilization of this application (WhatsApp) does not only offer curiosity for student to learn, but it also provides them a varied chance to practice the target language in a group chats frequently

without being constrained with the time and classroom meeting..

In accordance with the background of the study above, the matters that can be found are: the learners' difficulties in understanding English grammar, low students' scores on a test related to English grammar held by the English teacher, and the fact that around 68 % of 66 tenth grade students have not used WhatsApp for educational purposes, especially for English learning.

There were two goals of the study. The first was to discover whether there is any meaningful gap or not in the enhancement of students' grammar capability attainment in report text among students who are taught using WhatsApp group and those who are taught not using WhatsApp group. The second purpose was to identify the effectiveness of WhatsApp group as a media to teach grammar in report text to the tenth grade students

2. RESEARCH METHOD

This study was categorized as an experimental research. Pre-test Post-test Nonequivalent-Group Design was chosen among all types of experimental research because pre-test and post-test were applied to obtain the data.

The research was conducted at SMA N 1 Prambanan which is located on Prambanan-Piyungan Street KM. 4, Madubaru, Majasem, Madurejo, Prambanan, Sleman, Yogyakarta. It was held from 10th of January 2020 until 28th of February 2020.

The population of this research was all of the tenth grade students of SMA N 1 Prambanan in the academic year of 2019/2020. While, the samples were the students of X IPS 1 class as the experimental group, and the students of X IPS 2 class as the control group.

The variable in experimental research is divided into two: independent variable and dependent variable. In this study, the independent variable is the use of WhatsApp group in English grammar teaching , while the dependent variable is students' grammar in report text ability. The researcher utilized try out, pre-test, and post-test as the technique to collect the data. Whereas, grammar test and questionnaire were used as the research instruments.

The validity of the test in this research was obtained by computing the students' try out scores by using the Pearson's Product-Moment Correlation formula. While, Cronbach's Alpha formula was used to find the reliability of the test. After being computed by using the SPSS 23.0 program, it was revealed that among 35 items of the test, there

were 25 valid items and 10 invalid items. Besides, because the value of Cronbach's Alpha was greater than 0,60, the test can be categorized as reliable.

Descriptive analysis and inferential analysis were applied to analyze the data. Descriptive analysis covers several measures, like mean, median, modus, and standar deviation. Besides, frequency distribution tables and categorization tables were also created based on the students' pre-test and post-test scores. Meanwhile, inferential analysis involves test of normality, test of homogeneity, and test of hypothesis.

3. RESULTS AND ANALYSIS

3.1. Finding

The objective of this research was to identify the effectiveness of WhatsApp group as a media to teach grammar in report text to the tenth grade students. The researcher utilized the pre /post tests for the two groups. After that, the data were analyzed by using Ms. Excel program to compute the following measures.

Table 1. The Output of Descriptive Analysis

Class		Pre-Test	Post-Test
Experimental Class	N	36	36
	Mean	63.11	78.11
	Median	64	80
	Mode	76	76
	Std. Dev	12.32	8.25
	Min	40	60
	Max	84	92
Control Class	N	35	35
	Mean	51.89	69.31
	Median	60	72
	Mode	60	76
	Std. Dev	17.34	14.66
	Min	20	10
	Max	80	88

Table 1 shows the results of descriptive analysis for both groups on the pre\post-tests. It signifies that the attainment of the experimental group was better than the attainment of control group. More specifically, the means of students' scores on the pre\post tests. The result of mean improvement of experimental class ($78.111 - 63.111 = 15$) was higher than the mean improvement of control class ($69.314 - 59.852 = 9.462$). It is

clear from this result that the experimental group results were better comparing with the control group.

The next steps in processing data were computing normality test, homogeneity test, and hypothesis test. The normality test was computed based on the students' pretest and posttest scores, for control class and experimental class by applying the Kolmogorov Smirnov formula by using the SPSS 23.0 program. Data was said to be normally distributed if the value of Monte Carlo Sig. (2-tailed) is greater than 0.05.

Based on the result of computation, the value of Monte Carlo. Sig. (2 tailed) of the students' pre-test scores in experimental class was 0.530 and the value of Monte Carlo. Sig. (2 tailed) of the students' pre-test scores in control class was 0.061. Besides, the value of Monte Carlo. Sig. (2 tailed) of the students' post-test scores in experimental class was 0.360 and the value of Monte Carlo. Sig. (2 tailed) of the students' post-test scores in control class was 0.195. Because the value of Monte Carlo. Sig. (2 tailed) from both classes were greater than 0.05, it can be concluded that the data were normally distributed.

The second test was a homogeneity test. In computing the homogeneity of the students' pretest and posttest scores in control and experimental groups, it was employed the ANOVA (Analysis of Variance) by using the SPSS 23.0 program. The variance of two or more data population groups is stated homogeneous if the significance is greater than 0.05.

Table 2. The Output of Homogeneity Test

Based on the homogeneity test output, it was found that the value of significance (Sig.) was 0.073. Because it was greater than 0.05, it can be concluded that the sample variance was homogeneous.

Tabel 2. The Output of Homogeneity Test

Levene Statistic	Df1	Df2	Sig.
3.313	1	69	.073

The last test was a hypothesis test. The test aimed to reveal whether there was significant difference or not between students' learning results in the experimental group and those in the control group.

The null hypothesis (Ho) in this research was there is no significant effect of applying WhatsApp group as a media to teach grammar in report text at the tenth grade students of SMA N 1 Prambanan in the academic year of 2019/2020. Moreover, the

alternative hypothesis (H_a) was there is significant effect of applying WhatsApp group as a media to teach grammar in report text at the tenth grade students of SMA N 1 Prambanan in the academic year of 2019/2020.

In this study, Independent Sample T-Test was used to measure the test of hypothesis. H_0 is rejected and H_a is accepted if the value of Sig. (2-tailed) < 0.05 or the value of t count $\geq t$ table, and vice versa.

Based on the output Independent Sample T-Test, the value of Sig. (2-tailed) was $0.003 < 0.05$. While, the output of Independent Sample Test was also interpreted by comparing t count and t table. It was known that the value of t count was 3.128. Then, to discover the value of t table, the researcher referred to the formula: $(\alpha/2); (df)$ where α is 0.05 and df is 69. So that, the result equals $0.0025; 69$. After looking for the value in the distribution of t value statistical table, it found that the value of t table is 1.99495. Because the value of t count (3.128) is greater than t table (1.99495), it can be concluded that H_0 is rejected and H_a is accepted. It means that there was a significant effect of applying WhatsApp group as a media to teach grammar in report text at the tenth grade students of SMA N 1 Prambanan in the academic year of 2019/2020.

3.2. Discussion

There are two research questions raised in this study. The first discussion is about the significant difference of applying WhatsApp group as a media to teach grammar in report text. Meanwhile, the second discussion focuses on the effectiveness of applying WhatsApp group as a media to teach grammar in report text. The discussion is focused on the findings of the two research questions proposed.

In this study, the researcher administered pre-test and post-test. After the data were analyzed, it showed that the students who were taught by using WhatsApp group revealed more significant improvement than the students who were taught without using WhatsApp group. It could be seen from the result of mean improvement of experimental class ($78.111 - 63.111 = 15$) which was higher than the mean improvement of control class ($69.314 - 59.852 = 9.462$).

In addition, the result of experimental class students' classification shows that 75 % of students classified in a very high category, and 25 % of students were in high category. It also revealed that there was no student belonged to very poor, poor, and fairly categories.

Otherwise, there was a student who was in a very low category and 4 students who were in a fairly category based on the table of control class students' qualification. Besides, the number of students in control class who were categorized into high and very high is less than that in experimental class.

After the data was analyzed by using SPSS 23.0 program, it was found that the value of Monte Carlo. Sig. (2 tailed) for normality test and the value of Sig. for homogeneity test were greater than 0.05. Therefore, it can be decided that the data was normally distributed, and the sample variance was homogeneous. Moreover, the result of independent sample t-test revealed that the value of Sig. (2-tailed) is 0.003. Because it was smaller than 0.05, it can be stated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The data was supported by the comparison result between the value of t count (3.128) which was greater than the value of t table (1.99495). Because the alternative hypothesis (H_a) was accepted, it meant that there was significant effect of applying WhatsApp group as a media to teach grammar in report text at the tenth grade students of SMA N 1 Prambanan in the academic year of 2019/2020.

The second question of this study examined the effectiveness of WhatsApp group usage as a media to teach grammar in report text. As reported above, the data analysis revealed that WhatsApp group had significant effect on this variable. There were some factors which supported the effectiveness of WhatsApp group usage in English teaching and learning process.

The first factor was because WhatsApp has been well known and familiar for the students. It was proved through the fact that all students in experimental and control class had already installed WhatsApp application in their smartphone. They had already used WhatsApp all time in various things, like chatting with other, writing comments, posting something which they like, online buying and selling, and so on. So that, they did not find any difficulty in using this social media

Related to the English learning process, the researcher found that WhatsApp can increase students' active participation in English learning. As the researcher observed during the treatments, the students who were taught by using WhatsApp group were more enthusiasm in following the lessons than the students who were not taught by using WhatsApp group. They felt free to express their ideas and answer the questions without any fear of making mistakes. As emphasized by Rambe & Chipunza (2013), WhatsApp gives students possibility to express themselves in nonrestricted environment.

The second factor was because WhatsApp has some features which supported English learning process. The examples of the features were: group chat, texts, WhatsApp voice and video call, photos and videos, voice messages, and many more. Related to the function of these features in English learning process, Riyanto (2013) stated that through WhatsApp, teachers or students can distribute academic and learning sources and build a wide-ranging conversations on many subjects. They are also able to rise questions in any subjects and send it across to all people in the group through a broadcast or start an important discussion on concepts they need to understand much better.

Based on the findings above, the researcher found that WhatsApp has some benefits for the students in learning English. As stated by Fattah (2015), WhatsApp can provide students with: an opportunity for practicing the language for free, more personal and comprehensive relationship between students and teachers, a chance for students not to be more sociable only but to learn better, and an opportunity for students to relate their opinions to those of others. Finally, the English teacher at school can use WhatsApp group in order to improve students' grammar comprehension especially in report text.

4. CONCLUSION

Based on the finding and discussion which has been presented in the previous chapter, it could be stated that there was a significant grammar in report text comprehension achievement on students who learned by using WhatsApp group. Because WhatsApp has been part of the students' daily activities, the students did not find any difficulties in operating this application. Instead, they enjoyed to follow the English learning process because they could talk anything related to the topic without afraid of making mistakes. They were more enthusiasm in following the lessons than the students who were not taught by using WhatsApp group

In addition to increase students' active participation in English learning process, WhatsApp also has other benefits for students and teachers. Some of them are as follows:

- a. It helps students to learn and practice languages for free.
- b. It creates a more enjoyable English learning process.
- c. It allows teachers to communicate with students easily especially after class.
- d. It helps students to send emoticons, pictures, or videos instantly.
- e. It provides opportunities for students to share their opinions with others.

Moreover, based on the computation, the result of independent sample t-test revealed that the value of Sig. (2-tailed) was smaller than 0.05 and the value of t count (3.128) was greater than the value of t table (1.99495). Besides, the result of mean improvement indicated that the students who were taught by using WhatsApp group revealed more significant improvement than the students who were taught without using WhatsApp group. Therefore, it could be concluded that WhatsApp group was effective to be used as a media to teach grammar in report text at the tenth grade students of SMA N 1 Prambanan in the academic year of 2019/2020.

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