

The Use of Whatsapp Application to Teach Writing Recount Text

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Abstract

The purpose of this research is to know the easiest technique to Teach write english by using Contextual Technique Using application whatsapp For Class 10 PGRI 5 sidoarjo. So that students are not monotonous in learning because they will be confused about the mood of students to learn. This research uses Qualitative Descriptive Method to analyze data. The subjects of this research are 23 (twenty three) students of SMK PGRI 5 sidoarjo. Researchers used three instruments to get the validity of the results. Instruments are field notes Observation of teachers and students, questionnaires for students and student responses using this method. In finding writing Teaching writing using whatsapp applications are often used for the millennial, School research makes students more active and eager to write. Based on the data, researchers can conclude that Teaching writing using what application is interesting for students. The student score increases although there are some students partially responded less favorably.

Keywords: whatsapp application, Teaching writing, recount text

Abstrak

Tujuan penelitian ini adalah mengetahui teknik termudah untuk Mengajar menulis bahasa inggris dengan menggunakan Teknik Kontekstual Menggunakan aplikasi whatsapp Untuk Kelas sepuluh PGRI 5 sidoarjo. Supaya siswa tidak monoton dalam pembelajaran karena akan berpengaruh psds mood siswa untuk belajar. Penelitian ini menggunakan Metode Deskriptif Kualitatif untuk menganalisis data. Subjek penelitian ini adalah 23 (dua puluh tiga) siswa SMK PGRI 5 sidoarjo. Peneliti menggunakan tiga instrumen untuk mendapatkan validitas hasil. Instrumen adalah catatan lapangan Observasi guru dan siswa, daftar pertanyaan untuk siswa dan respon siswa menggunakan metode ini. Dalam menemukan penulisan Mengajar menulis dengan menggunakan aplikasi whatsapp yang sering dipakai untuk kalangan milenial , Penelitian sekolah membuat siswa lebih aktif dan bersemangat untuk menulis. Berdasarkan data, peneliti dapat menyimpulkan bahwa Mengajar menulis dengan menggunakan aplikasi whatsapp itu menarik bagi siswa. Nilai siswa meningkat meskipun ada beberapa siswa sebagian menjawab kurang menyenangkan.

Kata Kunci : aplikasi whatsapp, Mengajar writing, recount text.

Introduction

According to Syamsul Arifin (2015) gadget is a communication tool that has many functions, where the function is already using different features. Gadgets are considered more complete than other electronic devices, because the function and nature are different. Gadgets can load any requirement. In today's era, gadgets have an extension of meaning, the gadget is not only seen from the physical course, but can be seen from the software inside the gadget itself. With the development of the era until now, the gadget is always updated to improve its stability. Gadgets are highly sophisticated tools today to work and communicate with each other both close and far, and equipped with all the advanced features of the day, as they are always updated or upgraded at all times. And in this study the researcher focus on how does an English teacher use Whatsapp application for teaching writing recount text in tenth grade of students of SMA PGRI 5 Sidoarjo and what are students responses to study writing recount text by using Whatsapp application in tenth grade students of SMA PGRI 5 Sidoarjo.

Gadgets are not only used to communicate and work alone, the gadget can also be used for student learning media, according to Johan Wahyudi (Kompasnia : 2012) mobile phones or gadgets (hp) can be used to improve the quality of learning, telephone and short message writing, as KD is, students should be able to phone and write short messages with a polite and effective sentence. Therefore, teachers need to prepare a polite and effective measuring tool or indicator of sentences as a basis for assessing. The researcher uses the whatsapp application as the media for give easy to students. Because the students can enjoy writing their ideas and more interest to join in writing lesson on the tenth grade students of SMA PGRI 5 Sidoarjo.

As the development of the times, now many applications in gadgets or smartphones that are useful for student learning media, such as whatsapp, facebook, instagram, twitter, etc. but here researchers will discuss about the use of whatsapp as a medium of student learning. whatsapp is one of the applications in the

smartphone that its function is to communicate more easily, because in it has many features that is, text, voice, video call, calling, sending pictures, sending location, send documents, send contacts, and also can create groups for an association, for example one class and teacher, so in the group we can discuss about the lesson, and also to send / collect the task from teacher. According to (Wikipedia, 2013). WhatsApp Messenger is a proprietary, crossplatform instant messaging application for smart phones. In addition to text messaging, users can send each other images, video, and audio media messages.

As for the material or lessons that can be taught through whatsapp, that is recount text, teaching recount text can use writing or speaking, but the writer will discuss writing, because writing is the process of thinking to pour ideas what is in the minds of students according to M.Atar (2007:14)in his book revealed sense of writing is a creative process of transferring ideas into the symbol of the symbol of writing. here students can write past events that have been experienced, interesting experiences or stories about their vacation through whatsapp group the teacher has created and consists of one class students. Recount text is one type of text in English writing that serves to retell events or experiences in the past. The purpose of this text is to provide information or entertain the reader. According to Sudirman (2010: 18) mentioned that the generic structure of this text is orientation, series of events and reorientation. Teaching writing in recount text starts from title, orientation, sequence of events and reorientation.

The researcher hope this study can make the students more interests to follow in this lesson. The students does not bored when follow the material in this lesson. Beside that, students are not monotonous with ordinary learning, and to use whatsapp application on his mobile with a good and positive. From the explanation above, the writer entitles the study as “ The use of whatsapp applications to teaching writing recount text to Tenth Grade students of SMA PGRI 5 Sidoarjo”

Methodology

This research presents the purpose of this study is to describe the use of whatsapp application to teaching writing recount text to tenth grade students of

SMA PGRI 5 SIDOARJO by using whatsapp. One of the descriptive qualitative design features of writing English, there is no control as an experiment. That is, this research rewrites the events that have been experienced or past, such as vacations, experiences etc. freely through whatsapp application. According to Moleong (2015: 11) defines for research reports containing data citations to serve the actual situation. In this study, researchers only observed the process of teaching and learning in the classroom, to describe all activities that occur from the beginning to the end of the teaching and learning process.

Then the subject of this study was the teacher and students of X at SMA PGRI 5 SIDOARJO. There were 23 students consisted of 10 boys and 13 girls with the source of the data are the students, the teacher and all of their activities. The researcher was used observation field note and questionnaire sheet. When observed the activity in the class the researcher was stayed at the back side of the class until all of activities done and the researchers use well-structured questions multiple choice that are used for data collection tools through surveys so that researchers know how much appeal students follow.

Result Of Research

The finding descriptions in teach writing on Whatsapp application for teaching writing in tenth grade of students of SMA PGRI 5 Sidoarjo, and the participation of the students in writing activities during the teaching and learning process.

The first observation was conducted on may 23th 2018. The time was allotted 2x 40 minutes. The class began at 07.45 a.m. The teacher enter the front class, while prepared the material, for approximately 2 minutes while waiting for the students to be calm and ready for the event today, and the researchers sat behind all the students in order to pay attention to all the activities in class. Before started the material, the teacher greeted his students,

At 07.57 a.m the teacher explained the recount text material in detail and the students listened, and the teacher also given an example of recount text then pointed one of the students to read the power point in front, at 08.00 a.m the teacher

assigns an experimental task to the students made a recount text And search verb 2 together until finish.

In the second meeting At 09.05 the teacher explained the method / media to be used whatsapp and share the questionnaire. the teacher explained and tells the students to written the phone number and name on the paper that the teacher has provided for the group to be created in whatsapp, at 09.30 the teacher reviews again the example of recount text, covered verb 2

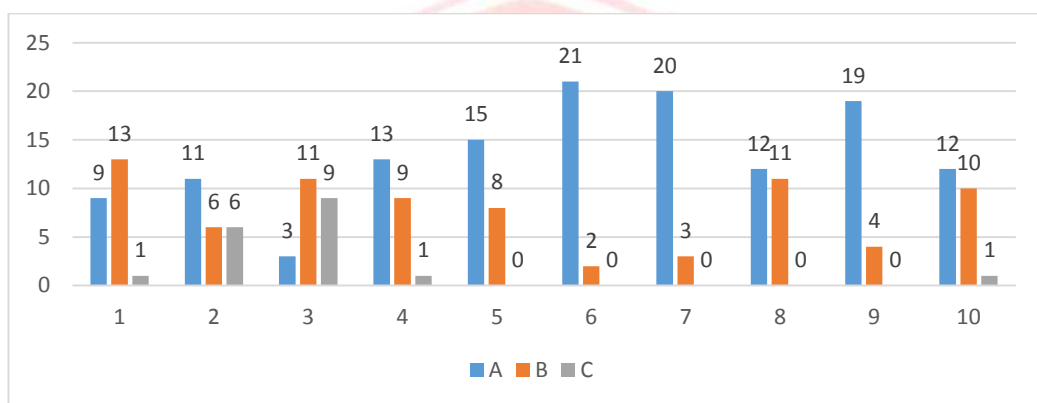
The teacher re-explained or review again about the recount text to the students, so that students understood more about what will be assigned later, the teacher explained the recount text is an event that has been in the natural lights then in tell it back, but this time recount text discuss or make about recount text of important historical events.

The teacher explained the recount text to the students, then the students listened and pay attention to the teacher. the teacher explained in detail how to write, how to read and use verb 2 correctly.

The teacher also gives an example of a text recount a historic event entitled Ra kartini, then discussed together looking for verbs 2. and students also scramble to answer because the answer will be an additional value. then my teacher told the students to look for recount the text of the historical event and then sent to whatsapp group and then discussed together.

The task given by the teacher is an individual task, so all students must do without exception, because this task is a daily task for students, if not done then the student's daily value is empty. hence from that all the students do this task, the time do this task until school hours out, so all the students take advantage of such a short time. After several students have already done the work and sent to the group, the teacher reminds the students who have not sent, that the time will be finished, while waiting for other students, the teacher commented on the work of the students who have sent the assignment, because there are some students who are not named, same with the work of his friend, then the students immediately fix.

After the teaching technique was implemented, the researcher gave the students a piece of paper that contained the questionnaire of learning process. And then, the researcher asked them to fill it by themselves without any compulsion from anywhere. The questionnaire consists of 10 questions that include student responses, student opinions, improvement in writing skills and there are 3 kinds of answers that are fun, ordinary or boring. So, the result was presented in the following table and diagram.



From the questionnaire result above, the researcher made percentage that the students who answer “happy” was 58% and the students who answer “ordinary” was 34% and the students who answer “not happy” was 8%.

Discussion

The data obtained from the one time observation the observation included the topic and the teaching learning processes. The researcher observed the activity directly with questionnaire and documentation.

In the meeting researcher found that the implementation of teaching writing recount text by using whatsapp application was not done perfectly. The students did not pay attention to the teacher because the time that was being started this lesson was not appropriate where students felt sleepy, exhausted and could not focus on that lesson. So, they were more active to write with their friends than pay attention to the teacher.

In making recount text , the students had some difficulties to search sentences verb 2 corectly. So the teacher had difficulties to ask the students to write verb 2.

A study done by Said Fathy El said Abdul Fattah entitled The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. The differences between his research and the researcher's research are, Said Fathy El said Abdul Fattah used quantitative method in his research. In this case he used pre-test and post-test to know the effectiveness of whatsapp to develop students writing skill while the researcher use qualitative method with observation and questionnaire as the instruments. In this case the researcher focusses on the student respons while being tought writing skill through whatsapp.

The similarities between Said Fathy El said Abdul Fattah research and the researcher's research are, Said Fathy El said Abdul Fattah used whatsapp as the media and writing as the skill. The researcher also use whatsapp as the media and writing as the skill.

Another research that similar to the researcher research is a research done by Hairus Salikin1 & Saidna Zulfiqar Bin Tahir2 entitled "The Social Media-Based Approach in Teaching Writing at Jember University, Indonesia". The differences between his research and the researcher's research are, Hairus Salikin1 & Saidna Zulfiqar Bin Tahir2 used match method qualitative and quantive as a method. The subject of this research is was the third-semester students of English and Literature department in jember university in academic year 2015/2016 with 64 students as a sample. Different with the researcher who uses qualitative as a method and the subject of the research will be the tenth grade at SMA PGRI 5 SIDOARJO that consist of 18 students.

The similarities between Hairus Salikin1 & Saidna Zulfiqar Bin Tahir2 and the researcher's research are, Hairus Salikin1 & Saidna Zulfiqar Bin Tahir2 used whatsapp group as the media and writing as the skills, . The researcher also use whatsapp as the media and writing as the skill.

Conclusion

After conducting the research of teaching writing recount text by using whatsapp application at senior high school, the researcher presented the conclusion based on the students responses, it could be said that students activity was enthusiastic. It could be seen when they practiced their writing recount text using whatsapp application in the class.

From the result of observation, the researcher could say teaching writing recount text using whatsapp application could be used to give the students a lot of time practice writing english. So, it could make them build their confidence without being worried. The implementation of teaching writing recount text by using whatsapp application going smoothly. The teacher gave some expressions which was based on the lesson would be learned.

Based on the questionnaire which show that 58% students who answer “happy”, and the students who answer “ordinary” was 34% and the students who answer “not happy” was 8%. teaching writing recount text using whatsapp application was conducted by the teacher can make the students enthusiastic and comfortable to learn writing recount text. The students were more confident and enjoyable when the teacher asked them to write english in the class. They could decrease their fearful feeling and the more motivated to writing recount text. Even though they had some difficulties in learning writing recount text using whatsapp application, the teacher had solutions to overcome these difficulties by giving the students more attention when they had some difficulties.

Suggestions

Based on the result of the study, the researcher give some suggestion to the students, english teacher and the further researcher.

The students

The students should pay more attention to the teacher and focused on the lesson. So, they can practice in writing recount text activity by using whatsapp application.

The English Teacher

1. The english teacher has to be creative in preparing the topic when applying teaching writing recount text by using whatsapp application. The topic must be interesting to the students. So they will not get some difficulties in the choosing word and composing them into sentences when the students make recount text using whatsapp application.
2. The english teacher should build the students enthusiasm to writing recount text in class. In this case, the teacher can give the students ice-breaking in the middle of learning english.
3. The english teacher should control the allocation time.

This study is just about an effort to make the students enjoy and not bored to writing lesson. It is hope that the finding of the study can be used the additional referencess for other researcher conducting similar topic.

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