

Teaching Writing Recount Text by Using Whatsapp Peer-Comment to the Eighth Grade Students of MTs Darussalam Jabon Sidoarjo

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Abstract

This research is about teaching writing recount text by using whatsapp peer-comment to the eighth grade students of MTs Darussalam Jabon Sidoarjo. The objectives of this research are to describe the implementation of the teaching writing recount text and students responses of learning writing recount text by using whatsapp peer-comment to the eighth grade students of MTs Darussalam Jabon Sidoarjo. Based on the teacher assessment during teaching, the students were difficult to get ideas in recount text paragraph. For example the students were difficult to get the ideas without the clue or interesting media. The design of this research is a qualitative research design. The subjects of this research were the eighth grade students of MTs Darussalam Jabon Sidoarjo. In completing the research, the researcher used the observation field note and questionnaire as the instruments of collecting the data. The data analysis in this research are obtained by identifying data, reducing data, classifying data, displaying data, and drawing conclusion. By conducting the research, it will found out the result of using whatsapp peer-comment in students' recount text writing. The result of this research will show that the implementation of teaching by using whatsapp peer-comment has several steps; explanation, showing of the technique, group works and 69% students give the positive response in learning writing recount text by using whatsapp peer-comment.

Key Words: Teaching, Writing, Recount Text, Whatsapp, Peer-Comment

Introduction

In education, teaching means as extending an explanation about the material or lesson even some informations (Hidayat, 2009:5). It is not easy job but it is a necessary for the children who study in the formal or non-formal education. One of the formal education levels is Junior High School. In the Junior High School, students are taught some main subject like Math, Science, Social, English and so forth. In fact, teaching English in the Junior High School still being a specter for the most students and give yet the result which is wished (Sutama, 2016:1). Media and writing activities which is used by teacher influence the students writing skill, thus teacher can try to take the advantages of social networking sites to teach writing recount text through peer-comment in Whatsapp.

As a part of English skill, the students of English language should understand writing skill. It is important for person especially teenager level like Junior High School students in making communication to other person. The students can describe something by writing descriptive text, show story telling by writing narrative text, or tell their experiences by writing recount text. Recount text is the text that taught at the first semester on the eighth grade at junior high school. It is a text that retells past events, in order in which they happened. This text has some problems faced by students such as grammar errors,

vocabulary, organization, spelling, and content (Karani in Hafidz, 2013:684). Based on those problems, the teacher having trouble and difficulties in teaching writing recount text.

From the difficulties of teaching writing recount text, teachers should find some ways out how to make students' writing ability better than before. The teacher can motivate students to write with provide an activity. One of them is by doing peer-comment. Puegphrom and Chiramanee (2011:68) found that after experiencing the writing instruction with peer-comment and being assessed by peer, the students' writing ability improved significantly. Furthermore, Kauffman and Schuun (2010:76) investigated about students' writing and online peer-comment. They found that peer-comment influence students' writing performance.

The application of peer-comment needs the media. Ferris in Hafizh (2013:685) recommends some peer-comment forms to make students give feedback to the others students' writing easier. The media that can be used to teaching writing is internet through social network sites. By using social network sites, such as Facebook, Line, Edmodo, Whatsapp, or the other media, the teacher can create an online group where the students and the teacher can have discussions out of classroom. From those social media, Whatsapp is an application that is popular nowadays especially teenagers at the Junior High School level. Whatsapp, a freeware and cross-platform instant messaging service for smartphones, and its users could communicate with other users individually or in groups of individual users (Metz, 2016:3). Through this online group, the students can post their writing task, review each other's work, an improve their writing. Moreover, the teacher can teach and assign the students to write more efficiently. Based on those problems and solution, this research is aimed to find out Teaching Writing Recount Text by Using Whatsapp Peer-Comment which will be conducted to the eighth grade students of MTs Darussalam Jabon Sidoarjo.

As stated in arguments above, the researcher formulates this statements of the problem as follow, how is the implementation of teaching writing recount text and what are the students' responses of learning writing recount text by using Whatsapp peer-comment to the eighth grade students of MTs Darussalam Jabon Sidoarjo

Method

This research is descriptive research. It is descriptive qualitative research design. Moleong (2002:112) states it will be design to identify and describe the observed phenomena in the form of words rather than in numbers. Therefore, descriptive research consider the most appropriate design to use in this study because the objective of the research is to describe the class activity during the teaching learning of writing using whatsapp peer-comment and to analyze the students' writing skill in recount text after studying using whatsapp peer-comment.

In this research, the subject are the English teacher and the eighth grade students of MTs Darussalam Jabon Sidoarjo, which is located in Jl. Notodiharjo No. 3 Keboguyang Jabon Sidoarjo. The researcher uses two instruments in this research, namely field note and questionnaire. Field note used as observation the teacher and students in the classroom when teaching learning process. The questionnaire means to find out the students responses.

The sources of the data are (1) the results of observation from teaching learning process (2) the results of questionnaire from the students. The data in this research are in the form of

writing data produced by the English teacher of the eighth grade of MTs Darussalam Jabon Sidoarjo. The procedure of data collection are as follow, explain the strategy implemented by teacher, observe activities done by the teacher and the students in the first meeting, second meeting, third meeting, and give questionnaire to the students to find some responses of the students. The researcher uses the steps to analyze the data, they are identifying data, reducing data, classifying data, displaying data, and drawing conclusion.

Findings and Discussions

1. Observation Class Activities

The result of observation that was done three times, the researcher got data that the teacher used whatsapp peer-comment well in teaching activity. The teacher wanted to compare between used whatsapp peer-comment and without it. In the fact the students more interested with learning used whatsapp peer-comment especially in writing recount text.

a. First Meeting

In the first meeting, the teacher did not teach to use whatsapp peer-comment in the class. The teacher wanted the students more understood the topic (recount text). But, the students found the difficulties when they made example from recount text. They did not develop or get ideas. So, the class became bored or not attractive.

The researcher observed how the teacher explained the lesson about recount text in teaching learning process but the teacher didn't use media to make them easy to understand. The teacher gave some questions about 'Meeting My Idol' as brandstorm to the students with the idea of recount text. The list of questions, 1) Have you ever met your idol? 2)Where did you met her/him? 3)What did you do when you met her/him? 4)What happened after that?.

The teacher started to explain what they would learn that day. The teacher didn't said first what the topic that they are will be learn. The students are given some questions for stimulus about the experience meeting idol. The students answered the questions with simple sentence. When the teacher asked, "Have you ever met your idol?" they answered 'yes', but there are the students answered 'no'. When the teacher asked, "Where did you met your idol?" there are different responses. They met the idol in the concert, restaurant, or other place. The teacher also asked, "What did you do when you met your idol?" the students responded with the different responses. There are the one who took a picture with her idol, shaken hand with him, just looked him from long distance, and other responses.

After gave the question as stimulus, "So, what will we study today?". The students gave good response, they answered recount text. And the teacher continued to explain the lesson about the meant, purpose, the language features and generic structure. Then, the teacher gave them the simple of example of recount text related to the theme 'Meeting My Idol' and discussed it by identified the orientation, events, and the re-orientation. The teacher gave the students chance to ask if they didn't understand with the explanation.

The next activity was finishing the other task with their pairs and practicing to write a recount text with re-arranging jumbled sentences become a good recount text. Then, the teacher asked the students to tell something in accordance with their experience. While the students were writing, the teacher walked around the class to control the class activity and make some discussion with the students, it was also help them who got difficulty in vocabulary and grammar.

Then, the teacher asked the students difficulty and helped the students solve their problem. Ten minutes before the class ended, the teacher asked the every students come to submit their works. While waiting for the bell rang, the teacher explained a little bit about peer-comment and for the next meeting they will learn in the computer room and they have to bring their phone to use whatsapp and applying peer-comment.

b. Second Meeting

In the second meeting, the teacher changed the class in the computer room and used whatsapp peer-comment when the teacher taught the students. The teacher has made sure that the computers are available and applicable to used by students. The computers has connected with the internet, so the teacher asked the students to connect their whatsapp account in the whatsapp web in the computer. They have had the class group in whatsapp because the English teacher is their teacher class. The teacher opened a whatsapp group. To make sure all of the students has joined and ready for whatsapp group, the teacher can make the first post to let each students introduced themselves before started the class.

The other things the teacher has prepared recount text material, an LCD Projector and the review of previous material. After that, the teacher post the brandstroming question about holiday. The list of questions, 1) What did you do on the last holiday? 2)Where did you go? 3)Who did you go with? 4)How did you go there? 5)What did you do first? 6)What happened after that? 7)Why did that happen? 8)How long was your vacation? 9)How did your vacation end?.

The teacher continued to ask the students and each students had the different answer. The teacher reviewed the material and gave his students a chance to ask some questions related to material if they felt had some difficulties. So, before started the lesson, the teacher reviewed the lesson which had been given to the students. The teacher gave the example of recount text by posted the text on the whatsapp group wall.

The teacher used the computer and the LCD projector to show the text to the class. The teacher asked some questions to the students related to the lesson in the previous meeting. The teacher asked about social function, generic structure, and language features of recount text in order to remind them about recount text. Most of them open their book to answer the teacher questions, some other could answer it. The teacher explained once again in order to make them understand well with showed the diagram of recount text and changing the verb in present to past in the group wall, and also the teacher gave some additional explanation when the students ask the teacher.

The next step is writing practice in pairs. Firstly, the class is divided into two groups: group A and group B. The students in each group worked in pairs with the friend next to her/him. The teacher posted some events and asked each pair in group A to write the orientation and each pair in group B to write the reorientation of the text (2 or 3 sentences).

After the teacher posted the events, the pairs of A group posted the orientation, and the pairs of B group posted the reorientation by using whatsapp account of one of them mentioning the both names. Pairs in group A that have done with their orientation should check on the group B posts. The teacher asked them to comment on the reorientation written by pairs in group B. Likewise, group B comments on the orientation written by group A. The teacher picked some posts to discuss. The time is 15 minutes.

Next to assess students' writing the students will be asked to write 'What did you do on the last holiday?'. The teacher gave 20 minutes for each student to make the draft and post it on the whatsapp group. Students then give comments to their next friend by reply to help each other to improve their writing within the given period (15 minutes). Each student should get replying from their friends.

c. Third Meeting

In the third meeting, the teacher reviewed the material before teaching learning process. The teacher also gave his students a chance to ask some questions related to material if they felt had some difficulties. If the students did not ask to the teacher, the teacher would ask the student, did they still remember or not about the material in the last meeting. If the students did not remember. So, the teacher would explain again about what the meaning, purpose, general structure and language features of recount text until the students understood. The teacher always gave a different example. So, the students did not bore and got more ideas if every met they got different example. After the teacher explained the material, the teacher asked the students to make example and the students would read in front of their friends through individual or with their pair.

The teacher asked the students which was more interest when the teacher taught with whatsapp peer-comment or without it. The students gave good responses about using whatsapp peer-comment in the teaching learning process, when was learning process use whatsapp peer-comment more interested and enjoyable. So, it could be said that whatsapp peer-comment gave good responses to develop or get their ideas.

2. Students' Responses

The students were given questionnaire from the researcher with some possible answer. The question was "yes or no" and the answer based on their self. The table of the students' response result of the questionnaire can be seen as follow:

Table 1. Students' Response Result

Question	Students' Answer		Percentage	
	Yes	No	Yes	No
1.	21	3	87,5%	12,5%
2.	18	6	75%	25%
3.	20	4	83%	17%
4.	19	5	79%	21%
5.	7	17	30%	70%
6.	22	2	91%	9%
7.	18	6	75%	25%
8.	1	23	5%	95%
9.	22	2	91%	9%
10.	19	5	79%	21%

From the table 1, the researcher describe as follows:

- a. The students' response to the questionnaire no.1: there was 87,5 % of student was like because they felt learning by using whatsapp peer-comment make their time more efficient. While, 12,5 % of students was not really felt more efficient by using whatsapp peer-comment.
- b. The students' response to the questionnaire no.2: there were 75 % of students that was motivated to write English because they have knowing many vocabularies and structure, while the other students or 25% thought was not like to write English because they less vocabulary and didn't know the structure.
- c. The students' response to the questionnaire no.3: there were 83% of the students were interesting learn English with whatsapp peer-comment because they felt enjoy and more easy to get some ideas and there were 17 % of students not interesting to learn writing recount text by using whatsapp peer-comment.
- d. The students' response to the questionnaire no.4: there were 79 % of students have a new experiences to learn writing recount text by using whatsapp peer-comment because they felt enjoy using whatsapp as a media. and there were 21% of students felt difficulties to learn writing recount text by using whatsapp because this media is new for them.
- e. The students' response to the questionnaire no.5: there were 30% students felt not appropriate using whatsapp peer-comment and the other students or 70 % have appropriated because they don't have many difficulties in learning writing procedure text.
- f. The students' response to the questionnaire no.6: the data showed that they were 91% students that didn't find the difficulties because they more understand and more get some ideas from comment their peer, and 9% of students was not like using it because they felt not comfortable with the comment.
- g. The students' response to the questionnaire no.7: the data showed 75% of students answered that they get new knowledge from comment and 25% get a little bit knowledge.
- h. The students' response to the questionnaire no.8: the data showed 5% of the students were prefer write in book than write in whatsapp. While 95% of the students like write in whatsapp because they accustomed type something through their phone.
- i. The students' response to the questionnaire no.9: through whatsapp peer-comment 91% of students there was progress or improve because they felt easier to understand

comment from their friend and 9 % of students there was not progress because they felt lack of vocabulary.

- j. The students' response to the questionnaire no.10: the data showed that 79% of students were agree using whatsapp peer-comment in learning writing recount text because they felt comfortable in the class and 21% were not comfortable with the comment in their learning.

Based on the result of questionnaire, there are 69% of students answered "yes" and 31% of students answered "no". So, most of the students agree with learning by using whatsapp peer-comment. The students enjoyed learning writing recount text using whatsapp peer-comment.

Conclusion and Suggestion

1. Conclusion

Based on the research questions, there were two things that were focused in this study. They were implementation of whatsapp peer-comment to write a recount text and the students' responses writing recount text after being taught by using whatsapp peer-comment.

- a. The implementation of teaching writing recount text by using whatsapp has several steps; explanation and showing of the technique, group works. In each steps, the students were shown how to use the whatsapp in pre-activity to help them to got their ideas. After that, there were student's works (exercises). During the teaching learning process, the students were very enthusiastic in using whatsapp. They also active when the teacher asked them, and they can respond to the their friend's result of writing. It could be seen from their direct responses during the teaching learning process.
- b. After doing analysis the result of questionnaire. It is known that students' responses is good. Most of students are good in term of organization, content, discourse, mechanics and vocabulary. So, using whatsapp peer-comment is better then teaching writing recount text without whatsapp peer-comment. It can be said that the whatsapp peer-comment was implemented to teach and generating their ideas in writing.

2. Suggestion

From the findings, the researcher has some sugesstion to the teacher, students, researcher and the futher researcher.

- a. For the teacher

In the process of teaching learning English, the teacher should be more creative an selective in developing the materials on the conditions and the students need. In other words, it can be said that the teacher should make variations and choose the appropriate media and strategy to teach English, such as using social media networking through whatsapp peer-comment. It is implemented the in the writing activity to help the students to organize explore their ideas when they lacking the ideas.

- b. For the students

By using whatsapp peer-comment it should encourage the students to be more creative and active and reflect students interest, so that they can understand the lesson, get pleasure and the will be easy to get ideas.

- c. For the further researcher
The researcher believes that there are still many media and strategy that can be used to teach writing recount text in an easier, practical, and more enjoyable way. Whatsapp peer-comment is just one of the strategy that can be used to help the students in writing recount text.

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