AN ANALYSIS OF THE USE WHATSAPP MEDIA IN TEACHING WRITING DESCRIPTIVE TEXT

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Abstract

This studied aims to found outthe students' response and difficulties in online learned descriptive text through WhatsApp. The subject of this researched was junior high school students who were in seventh grade. The data of this research were obtained by questionnaire and one open-ended question,questionnaire was distributed through Google Form. There were 19 students filled out the form. The results showed that students had positive response to the use of Whatsapp in online learning. However, they found several obstacles, about 47% said they had no difficulties, 31% said they had difficult personal conditions, and 21% of the 19 students said it was difficult to find a good connection. In the case they did not have quota and good signal. This impacted to their understanding of the material given. Besides, some of them had a problem in using WhatsApp, it was due to the smarthphone condition. This indicates that good access and has quota is one of important to conduct the online learning. The other supportive aspect is having good smartphone or tools.

Keywords: Students' Difficulties; Students' Response; Online Learning; Whatsapp; Descriptive Text

INTRODUCTION

The ability to write is very important for the academic context, business and personal relation in the global community Weigle (2002). Writing is similar to communicating to others on paper or on a computer screen, and it is partly a talent, but it is primarily a skill that improves with practice on paper. According to Meyers (2005), writing is also an action process of discovering and organizing ideas, as well as putting them on paper and changing them. Writing is not something that can be done in a flash; it requires time and effort. Writing is viewed as a process to be experienced rather than a product to be read in this process. Of course, the content (subject matter) of writing, the sorts of writing (shopping list, letters, essays, reports, or novels), and the medium it is writing (pen, paper, computer word, file, etc).

Teaching writing in a second language classroom is critical because students are expected to compose in a language other than their native one. Writing is more than just putting words on paper. This is a craft that anyone can learn if they have the necessary tools. Written English is not the same as spoken English, according to Feez and Joyce (1998), and it cannot be written exactly as it is spoken. They must compose several types of writings to attain various goals. Composition writing is an activity that requires the students to manage words into grammatically correct sentences and then connect those phrases to produce a continuous piece of writing that effectively communicates the writer's thoughts and ideas on a given topic (Heaton, 1974).

Descriptive text is the text that that describes something in order the readers or listener are able to get the same as what the writer experienced with their senses: looks, smells, feels, acts, tastes,

and sounds. In this case the topic the writing text must more specific. A descriptive text has a social purpose an account of imagined or factual events (Hyland, 2004).

Covid-19 has influenced every aspects of life (Efriana, 2021). Some of the activities commonly performed from homes, including education. The education that is usually conducted in face-to-face interaction has changed into online learning. Online learning is a method of learning at a distance by using the Internet or a mobile application as the medium of education and student activities (Bhuana & Apriliyanti, 2021). This is supported by Efriana (2021) who asserts that online learning is a type of distance education that combines electronic technology and internet-based technology, also known as ICT, in the process of learning. Here, the teacher have to conduct the teaching process by using the online platform. They also have to adjust the lesson plan, learning material and learning activity. In other word, they have to make a transformation. This is in line with Agustina et al. (2020) who assert that there has been a transition from offline to online instruction, and the teacher need to adapt with this.

One of the platform that is mostly used by the teacher is WhatsApp. As Nihayati & Indriani (2021) mention that WhatsApp is one of the applications that has been developed and has grown in popularity in online learning. It is one of application to send message via smartphone or desktops. As Napratilora, et al. (2020) say that WhatsApp is one of the smarthphone online communication application. In this application, the teacher can do an interaction by the students. She/He can use message or voice note. Besides, the teacher also can send file as a material. They also can send a video or photo as an additional material. WhatsApp here supports the teacher to conduct the online learning. Mardiah (2020) even says that WhatsApp is one of the most engaging teaching tools, attracting attention, response, and student-centered learning. This is in line with Jasrial (2017) who argues that WhatsApp is the most promising technology for supporting English language teaching and learning that can be accessed via mobile phone today. Regarding the use of WhatsApp in online learning, Pustikayasa (2019) states advantages of using WhatsApp as the online learning media. She mentions that through WhatsApp groups, teachers and students may talk with the more relaxed without being concentrated on educators as learning in the classroom, which frequently increases the fear of incorrect and shame on learners. By using WhatsApp, teachers may be more creative in providing the material or adding assignments to students. Students can easily send back the results of the work, either comments directly (chat group), image, video or soft files other related with learning. With WhatsApp, learning methods become eco-friendly because it is no longer using the hard copy (paper use for print or write the result of the work of students). Students may learn anywhere and at any time by using the WhatsApp.

WhatsApp also has disadvantages (Pustikayasa, 2019). Teachers and students should have access to the internet in order to get real-time information.Communication via video, graphics, and large files has an impact on data usage (cost). Communication might be outside of the context of learning if there are no guidelines or a clear agreement by the admin (educator) group. Apart from advantages and diadvantages of WhatsApp, there has not yet studies which investigate students' voice to the use of WhatsApp in online learning. Most of them attempted to find out the effectiveness WhatsApp in improving a particular skill, such as reading (e.g. Rahma et al., 2021; Sasmiadi et al., 2019; Susanti et al., 2020). Thus, this study intends to investigate the students' response and obstacle in online learning through WhatsApp.

METHOD

This study used qualitative research method. Creswell (2009) states qualitative research is a method of exploring and comprehending the individual or group that is the participant of the study. Besides, this study decribed the data in the form of words, rather than number. The study was conducted in SMP Dharma Kartini Cimindi. The respondents were tenth grades student at

VII-D. The instrument used was Yes-No questionnaire and one open-ended question. The questionnaire for response was taken from Bellaudry Angelina (2020) The types of the questions in the survey for this research were 10 yes-no questions and one open-ended question. that were developed from the response' indicators: Relevance, Satisfaction, Confidence and attention. There were ten questions asked to the students. The questions dealt with affective domain, technical domain, and supportive domain. The questionnaire was given through Google Form. After the data gained, it was calculated by Google From. The category of each statement was given to score. Agree for positive statement and disagree for negative statement was the opposite of positive one.

RESULTS AND DISCUSSION

Results

Before implementing "Teaching Writing Descriptive Text using WhatsApp Group" in meeting I, the researcher started the teaching learning in pre- activity by greeting in WhatsApp group. Some students have a respond by replaying the greeting. After that continued by checking the students' attendance list that student write the list if their join and attendance in the first meeting. The activity was then continued in main activity, the researchers gave the students the assessment 1 to determine the ability of the students about the material descriptive text. Then continued in the post activity the teacher give a feedback for their study and brief for the next lesson in the second meeting.

For the second meeting the teacher prepared to following teaching script using Scientific Approach method in the third step namely main activity, pre- activity, and post activity. Similar to the first meeting, in the pre -activity began by greeting and check attendance. The students gave a good response. Then, the activity was continued by reviewing previous material. The aim in the second meeting was that the students could understand the definition and the purposes of descriptive text generic structure of descriptive text. Next to the main activity the researcher show and give to the student an example of descriptive text. Then, the teacher asks to the student after read the text. The student shows up about their opinion and comprehension about the text with the sources they use. After that the teacher and student can discuss together. The teacher gives a some information about the text and the student also share their information what they get from the text. At the end in the post activity the student and teacher conclude together about the lesson and brief for the next lesson.

For the third meeting the teacher prepared to following teaching script using Scientific Approach method in the third step namely main activity, pre- activity, and post activity. In the third meeting, pre-activity began by greeting, and checking the students' attendance. The learning objective of this meeting was identifying generic structure of descriptive text. Next to the main activity the researcher show and give to the student an example of descriptive text "My Lovely Cat". Then, the teacher asks to the student after read the text. The student shows up about their opinion and comprehension about the text with the sources they use. The teacher explains the generic structure and gives an example in each generic structure. After that the teacher and student can discuss together. The teacher gives some information about the text and the student also share their information what they get from the text. At the end in the post activity the student and teacher conclude together about the lesson.

To find out the students' response, the questionnaire was distributed to the students. The questionnaire consisted of four main indicators of response. The results of the questionnaire is presented in Table 1.

Table 1. The Results of Questionnaire from Students

No.	Indicator	Question item	Frequency(Percentage)	
			Yes	**No**
1.	Attention	a. I feel the learning activities this makes me interested to learn English is far.	17(89.05%)	2(10.05%)
		b. Learning activities Descriptive Text to be more interesting to use the picture through WhatsApp Group.	16(84.02%)	3(15.08%)
		c. When I have difficulty in understanding the material given by the teacher, I would ask about the material that I do not understand to the teacher.	14(73.07%)	5(26.03%)
		d. To simplify I understand the descriptive text, the teacher asked me to create/write text descriptive based on the given picture.	18(94.07%)	1(5.03%)
2.	Confidence	a. Learning writing Descriptive text using picture through WhatsApp Group can motivate me in learning.	16(84.02%)	3(15.08%)
		b. I am enthusiastic about learning Descriptive text using picture through WhatsApp Group.	18(94.07%)	1(5.03%)
3.	Satisfaction	a. Learn the material Descriptive text using picture through WhatsApp Group feels more clears for me.	17(89.05%)	2(10.05%)
		b. Learning this encouraged me to be more like English lesson especially writing skills (writing).	18(94.07%)	1(5.03%)
4.	Relevance	a. I felt bored during the lesson.	1(5.03%)	18(94.07%)
		b. I pay attention in earnest when the teacher explains the material about Descriptive text.	19(100%)	-

Table 1 shows to the calculations above, it can be seen that among four indicators of responses, the highest score was that of Relevance (97.03%) followed by Satisfaction (91.56%), Confidence (89.04%), and attention (85.05%). At the point of relevance, most of the students were excited to learn English using Scientific Approach through Picture with a WhatsApp. Secondly, in terms of satisfaction, the strategies applied helped develop students' writing ability and helped them to understand the material.

Thirdly, in regard to confidence, most of the students were motivated to learn writing using Scientific Approach through Picture with a WhatsApp. Lastly, concerning attention, some the students thought that learning by using Scientific Approach through Picture with a WhatsApp could help them understand the material and increase their ability in writing. They also said that the use of Scientific Approach through Picture with a WhatsApp could improve their critical thinking. Based on the results of the questionnaire, it can be concluded that the students have positive responses to the implementation of Teaching Writing Descriptive text using Scientific Approach through Picture with a WhatsApp.

Table 2. Students' Difficulties in Learning Through WhatsApp

Category	Score	Percentage
Bad connection and lack of data connection	4	21%

No Difficulties	9	47%
Condition of students	6	31%
Total	19	100%

Based on the above table 2 about 47% said they had no difficulties. In contrast, around 31% said they had difficult personal conditions, such as forgetting the schedule of lessons which led to not participating in learning or being late, difficulty in understanding the material, lack of focus in learning, and feeling sleepy while learning. Meanwhile, 21% of the 19 students said it was difficult to find a good connection because the area was not covered by an internet connection, so they had to find another location that was covered. The students faced a challenge in terms of technical domain dealing quotas and internet access. Some students took care of their smartphones, asked their parents for a hotspot if they did not have quota and a good signal, or purchased internet quota to solve their problem. The time limitations in conveying the material make students did not understand about it. The student needed more explanation during delivering the material through WhatsApp group. This was discovered as a result of the opened question.

To summarize, the students' obstacle was dealing with technological domain. It meant that the students faced difficulties with signal, internet quotas, and understanding the information provided by the teacher.

Discussion

The scenario and implementation of using Scientific Approach through Picture with a WhatsApp Group in learning writing descriptive text went well. In the first meeting to transfer the material the researcher send the picture through WhatsApp, discussion the material through text which has been sent by the researcher, and given writing assessment at the end the process to assess students' ability in writing. In the second and third meeting the researcher researchers began to implementation Teaching Writing Descriptive Text Using WhatsApp Group in the learning process.

As can be seen from the observation data, the teacher has implemented the learning scheme in accordance with the procedures of Teaching Writing Descriptive Text Using WhatsApp Group practically used by the teacher. The results of the observation sheet and field notes written by the researcher show that after the implementation of Teaching Writing Descriptive Text Using WhatsApp Group, students become more active in the learning process. These findings are similar to those of it (Fatimah, 2019) were the researcher explain the material with pictures. On these stages almost of students pay attention and enjoy with the material was given, students talk active and communicative.

The results reveal that the students have positive response to the use WhatsApp in online learning. They think that it can help them to gain the information of the learned material clearly. It also helps them to understand the material. Besides, it increases their motivation and participation in learning. This is because WhatsApp provides relaxing atmosphere that can reduce students' anxiety in learning. As Pustikayasa (2019) states through WhatsApp groups, teachers and students may talk with the more relaxed without being concentrated on educators as learning in the classroom, which frequently increases the fear of incorrect and shame on learners.

Unfortunately, students still find the ostacles in learning online. This problem deals with the supporting aspect, which is related to the tools in online learning. Some of the students here do not have supporting tool in conducting the online learning. This is in line with the study conducted by Bhuana & Apriliyanti (2021). Regarding this, Efriana (2021) asserts that the essential device required to support this online learning is a Laptop or an Android device that

is connected to the internet network. To handle this problem, the school along with the teachers should provide various alternative options to support students' learning. They can provide printed worksheets and modules that can be learned independently by students without using smartphones (Bhuana & Apriliyanti, 2021)

CONCLUSION

Based on the results and discussion, the teaching and learning scenario using WhatsApp Group developed by the researcher for three meetings was practically effective, and the implementation WhatsApp Group in teaching writing descriptive text through WhatsApp assisted the students well. The students appeared to be happy and enthusiastic about learning, and the students have positive response to the use of WhatsApp in online learning. They assume that it can help them to get the information of the material. It also helps them to understand the material. Then, it can improve their motivation and participation. Unfortunately, the students still find obstacle in online learning. This deals with the tools. To overcome this problem, the teacher is suggested to provide supporting material for those who do not have smarthphone or supporting tools in doing online learning.

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