

Whatsapp messenger as mobile learning technique to the students' writing skill in caption at SMAN 4 Bangkalan

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Abstract: The final project is based on a study which attempt to examine WhatsApp messenger as mobile learning technique to the students' writing skill in caption at SMAN 4 Bangkalan in academic year of 2017/2018. This final project has an objective; how effective student's used whatsapp messenger as mobile learning technique to writing ability. This study was conducted by using quantitative especially experimental method; there was form of pre-experimental research design. The researcher used some variables in research. The first was as the independent that was guiding whatsapp messenger as mobile learning technique and the second was as the dependent variable that was on students' writing ability. The researcher used SPSS.23 for counting the result of test. The result showed that there was effect to the student's writing ability by using whatsapp messenger as mobile learning technique. With regard to the previous result, it can be concluded that the teaching writing ability by using whatsapp messenger resulted a better achievement.

Keywords: *caption text, WhatsApp messenger, writing ability*

Writing skill as a productive skill and this skill is an important form of communication. Fareed, Ashraf, & Bilal (2016) states that writing is a significant skill in language production. It is significance increase when it comes to writing in English language which is extensively used for global mediation of knowledge. Moreover, writing skills is very important to increase international interactions or transactions and opportunities to learn abroad such as TOEFL, IELTS, and etc.

In addition, (Fareed, Ashraf, & Bilal, 2016) writing is an important skill for language production, however, it is considered a difficult skill particularly in English as second language contexts where students face many problems challenges in writing. The various problems that faced by students nowadays at different stages of their learning. These problems can be categories such as linguistics, psychological, cognitive, and pedagogical categories. Students' deficiency belief also is caused by teaching writing

strategy that not correspond to students' learning styles and cultural background. This strategy is discussed by teacher and students that lack of writing skills.

In this research, the researcher uses technology for teaching and learning process. Ta'amneh M. A (2017) proclaims that technology is considered an important and effective tool in language learning nowadays. It namely includes computers, mobile phones (smartphones) and the internet. Applying and combining some technological devices may motivate students to work at their traditional tasks in different and interesting ways.

Technologies have positive effects on both of the teacher and the student. (Fattah, 2015) states that technology provides learners with regulation of their own learning process and essay access to information the teacher may not be able to provide. The wireless portable devices such as iPods, MP3 players, smartphone (like Blackberry, iPhone) and personal digital assistants (PDAs) could provide opportunities to respond to need of this generation. A distinguishable feature of mobile learning or M-learning is the potential to study when travelling on transport.

When the researcher was having PPL II and teaching the students of SMAN 4 Bangkalan, the researcher got some information about the condition of writing skill activity in the school such as this skill are the teacher only ask the students for writing in a topic so the students can not open minded for writing activity and the development of activities in teaching of writing skill is needed. Hence, the researcher wants to develop supplementary writing materials by using WhatsApp in writing skills, especially in writing caption.

Based on the statements above, the researcher would like to conduct this research by the title "WhatsApp Messenger as Mobile Learning Techniques to The Students' Writing Skills in Caption at SMAN 4 Bangkalan."

REVIEW OF THE LITERATURE

The effects of technology in the modern era have a close relationship which related to Sayans' statement. (Sayan, 2016) stated that digital media such as social media and new instant messaging applications are rapidly changing the communications landscape, their emergence has impacted significance how students learn and the way instructors teach. In this era digital communication for instruction between students and teacher, a group of students, a group of teacher, etc has become popular through the last decade such as WhatsApp, Instagram, Facebook, Twitter, Blog, Email, Telegram, Classroom group, etc. each social media has different special characteristics which affect teaching and learning.

Mobile learning in education has importance. According to (Fattah, 2015) there are list the implications that mobile technology can bring to teaching and learning such as better realization of anywhere and anytime, freedom of organization,

collaboration between learners parted geographically, obvious connection to nets, remote sensing and incorporation of information.

In teaching and learning, the researcher utilized one of social media as a mobile learning technique is WhatsApp. In writing skill, there is an interactive process between the writer and the reader (Athena, 2017). In modern era, WhatsApp messenger is one of popular tool for communicating especially in mobile learning. (Sayan, 2016) states that WhatsApp is a smartphone application that operates on nearly all current types of devices and operating systems. The application has been on the market since 2010 and nowadays the application is the first rank in *App Store*. The main purposes of the researcher were to change the existing SMS for a system which frees of charge in an ad-free environment. (Sayan, 2016) As a means of sending and receiving messages to and from individuals or groups, WhatsApp includes a variety of functions, such as text messages, audio files, video files, and links to web addresses. This application has spread mostly among to young people who are students and use WhatsApp as an entertainment and creative tool. They in great measure depend on it to know considerably news round the world. In addition, they may assist them in their learning process through exchanging information needed in learning English language since it is used by most of the students.

METHODS

In this study, the researcher used a Quantitative research approach to get information about Whatsapp messenger as mobile learning techniques in teaching writing. According to Creswell(2014), Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. The approach to examining objective theories by testing the relation between variables. These variables, severally, can be evaluated typically on instruments, so that numbered data can be analysed by using statistical procedures. The types of Quantitative such as Experimental research. (Latief, 2016) Experimental research manipulates and controls the cause variable and proceeds to observe the change in the effect variable. In Experimental research design, there are four categories, those are Pre-Experimental Design, True Experimental Design, Factorial Experimental Design, and Quasi-experimental Design. In this study, the researcher used the Pre-Experimental research design. (Latief, 2016) Pre-Experimental research is conducted without a control group. In this study, the researcher used pre-experimental research design because in the educational setting and appropriate to conditions.

In this research the group given a pre-test before the experimental treatment. After given the treatment, the post test is administered to see the achievement. The effectiveness of the instructional treatment is measured by comparing the average score is significantly higher than the average score of the pre-test and post test. When it turns out that the post test average score is significantly higher than the average score of

pretest, it is concluded that the instructional treatment is effective. Another name of this Pre-Experimental design is One-Group pretest-posttest Design. In this Experimental design just one group give instructional treatment without control group.

In this research, the independent variable is “WhatsApp mesenger” as mobile learning technique, while dependent variable is writing ability. Fraenkel & Wallen (2009) States that this Pre-Experimental research design can be illustrated below:

Table 3.1

One group Pre-test Post-test Design

Pre-test	Treatment	Post-test
<i>O₁</i>	X	<i>O₂</i>

Note :

- O₁* = Pre-test X
- X** = Treatment
- O₂* = Post-test

RESULT AND DISCUSSIONS

In this research, the researcher analyzed validity to correct the assessment in experiment. Validity decides whether the research indeed measures that which it was intended to measure or how truthful the research result. Validity involves that an instrument is creditable, but an instrument can be reliable without being valid. From three types of validity, the researcher used content validity to measure the content of instrument with the material explained. In content validity, there is no statistical test to determine whether a measure adequately covers a content area or adequately represents a construct and content validity usually depends on the judgment of experts in the field. So the researcher asked validator for giving assessment to research material that has been made.

The researcher used questionnaire validation of writing material expert in STKIP PGRI Bangkalan, one of them is Mr. Hafidz, M.Pd. In questionnaire validation, there are three aspects of assessment in writing ability such as advisability of content, advisability of language, and advisability of presentation.

The researcher used repeated measurement (Test-retest). Repeated measurement (Test-retest) is the instrument and respondent is same, but the time is different. Furthermore, the instrument of the pre-test was same with the instrument given in the post-test.

Table 4.2 The Result of Reliability

Descriptive Statistics			
	Mean	Std. Deviation	N
TEST	76.72	2.261	32
RETEST	80.69	2.206	32

Correlations			
		TEST	RETEST
TEST	Pearson Correlation	1	.978**
	Sig. (2-tailed)		.000
	N	32	32
RETEST	Pearson Correlation	.978**	1
	Sig. (2-tailed)	.000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

From the data above, it could be seen that the result of the correlation r_1 is 0.978 and r_2 is 1. It can be concluded that the question of test is valid because r_1 and r_2 was higher than r-product moment 0.3. It can be concluded that the test (pre-test and post-test) is reliable.

In previous chapter, pre-test and post-test were used by researcher and became instruments of this research. Pre-test was applied to know student achievement before getting treatment while post-test to know the student achievement after giving treatment. The result of calculation pre-test and post-test could be seen in the following table:

Table 4.3 the result of pre-test and post-test

	N	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Std. Error
PRETEST	32	2455	76.72	.400
POSTEST	32	2582	80.69	.390

Based on the table 4.1 it could be concluded that mean of the score improved from 76.72 to 80.69. Meanwhile the standard deviation of pre-test was 2.261 and in the

post-test 2.206. The standard error mean in pre-test was 0.400 and in the post-test was 0.390.

The researcher calculated the t-test score from pre-test and post-test score. The researcher used dependent t-test to analyze t-test score research. The result of t-test was presented in the showing table below :

Table 4.4 The Result of T-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST- POSTEST	3.969	.474	.084	4.140	3.798	47.351	31	.000

Based on the table 4.4 the researcher can get information that the mean is 3.969, the standard deviation is 0.474, standard error mean is 0.084. In this research, the research took 95% of confidence level, the meaning that the researcher applied 5% of standard error of this research (0.05) which 5% is standard numeral of error for statistic of education. In this case, the score of lower stage is 4.140 while the score of upper stage is 3.798. The score of t-value is 47.351 and score of df is 31. The degree of freedom (df) 31 from t-critical with level of significance 0.05 or 5% was 1.721. Hence, t-value (47.351) was higher than t-critical (1.721). It means that H_a was accepted and H_0 was rejected. Not only that but also it was proved by score of P-value was $0.000 < 0.05 (\alpha)$.

In the previous chapter, the purpose of this previous study was to investigate the effectiveness of “WhatsApp messenger” as mobile learning technique to improve students’ writing ability. Based on the purpose above, the researcher calculated the result of this study. The result of t-test from t-value (47.351) was higher than t-critical (1.721) with level significance 5% and df (31). If t-value > t-critical, it means that alternative hypothesis was accepted and null hypothesis was rejected. In this research, the researcher used directional hypothesis by using one tail test to know hypothesis.

1. Null Hypothesis (H_0)

The student taught by using WhatsApp messenger to get comparison post-test score than pre-test score in writing ability at XII grade students of SMAN 4 Bangkalan.

2. Alternative Hypothesis (H_a)

The student taught by using WhatsApp messenger gain better post-test score than pre-test score in writing ability at XII grade students of SMAN 4 Bangkalan.

From explanation above it can be concluded that student taught by using WhatsApp messenger as mobile learning technique have better post-test score than pre-test score in writing ability at XII grade students of SMAN 4 Bangkalan.

In this chapter, the researcher would like to present the discussion based on the study. It is concerned about the effectiveness of “WhatsApp messenger” as mobile learning technique to the students’ writing ability in caption at XII grade students of SMAN 4 Bangkalan. Based on the data analysis, the researcher concluded that there was effect of WhatsApp messenger as mobile learning technique to enhance students’ writing ability in caption text. When the student taught using “WhatsApp messenger” as mobile learning technique have better achievement on writing ability in caption text. It is line with the theory (Fareed, Ashraf, & Bilal, 2016) students’ writing ability can be improved by fostering the interest, motivation, and enjoyment for writing through technology, similarly, some metacognitive, cognitive, and socio-affective strategies could also be used for enabling the students to know and practice exercise the writing process.

(Fareed, Ashraf, & Bilal) stated that writing is important skill for language production, however, it is considered a difficult skill particularly in English as a second language contexts where students face many problems challenges in writing. Writing is peculiar activity, both easy and difficult. Everyday writing task, such as composing a shopping list or jotting down a reminder seems to be quite straightforward. If you have an idea, you express it as a series of words and you write them down on the piece of paper that’s what it’s called writing ability.

The researcher got facts that the students still had difficulty and close minded to write because they had difficulty for developing their idea and they could not express their idea as a series of words and write down in piece of paper, especially in writing caption text. It is line with (Fareed, Ashraf, & Bilal) stated that it is a cognitive process of the tests memory, thinking ability, and verbal command to successfully express the ideas because the proficient composition of a text indicates successful learning of a second language. To be good writer, the students should have a good writing ability and know to organize ideas to make sentence process. (Fattah, 2015) says that, teaching writing as a process entails five stages such as Pre-writing, Drafting, Revising, Editing and Publishing. In writing ability, there are many kinds of text. But in this research, the researcher selected caption text by theme “Culture, Education, and Social”. In caption, there are characteristics features and several criteria in for good a caption. (Widiati dkk, 2015) stated that there are characteristics features of caption text are it can be written in the form (word, phrase, and sentence), relevance, succinct, and informative. It is known as a characteristics features and criteria in for good caption could help the prior knowledge to students and develop their mind on writing ability especially in caption

text. In this research, the researcher used technology as a mobile learning technique such as WhatsApp messenger because by technology the students could share and facilitate them for sending picture, video, and audio. But in this research, the researcher only asked to send a picture by WhatsApp messenger. It is line with (Ghada, 2016) the WhatsApp is an instant messaging application which provides users, using an internet connection, with an access to exchange images, videos, and audio, or written messages.

After having treatments by WhatsApp messenger as mobile learning technique, the researcher calculated the students score of pre-test and post-test by writing assessment. In this research, the researcher is using analytic scoring by Brown (2004). Analytic scoring is a method of evaluating written text that assigns individual scores to separate aspects of writing quality. There are five aspects of writing quality in analytic scoring by Brown (2004), they are content, organization, vocabulary, grammar, and mechanic. Finally, based on the calculate the students score in post-test, the students got a better score than pre-test score.

After collecting the data and analyze it, the researcher found that there was a significant different of students' writing ability before and after conducting treatment by using "WhatsApp messenger". It can be seen from the mean of pre-test and post-test score. Therefore, the use of WhatsApp messenger as mobile learning technique gave significant effect for students' writing ability in caption text.

CONCLUSION

Based on the research which done at XII grade of SMAN 4 Bangkalan, the researcher concluded that the students taught by using "WhatsApp messenger" had better writing ability than those taught without it. It was provided by the data of students' score in pre-test and post-test.

The researcher analyzed the students' scores at pre-test and post-test by using product moment. Based on the result of the research is showed that $t\text{-value} = 47.351$ then $t\text{-value}$ was compared with $t\text{-table}$, to the significant level 0.05 (5%) and degree of freedom = 31 ($N-1=32-1=31$), and apparently resulted the $t\text{-table}=1.721$. It shows $t\text{-value}$ was higher than $t\text{-table}$ ($47.351 > 1.721$). It means that the students taught by "WhatsApp messenger" as mobile learning technique have better writing ability than those not taught by this technique.

From the result of research, "WhatsApp messenger" is good to implement in writing class. To make this research more effective in the next study, the researcher gives some suggestion to the teacher, the students, and other researchers.

1. The teacher

The teacher should regard to utilize methods and media in teaching and learning process for giving variation in learning, therefore the student could be interested in teaching and learning especially in English class. For example by using technology as a media "WhatsApp messenger" or others.

2. The students

The students should be more creative in writing caption text corresponding a picture which had been given by researcher. Moreover, the students should be more meticulous and detailed in describing a picture so as could produced caption which informative and clearly identifies. With the technology, the students should utilized their smart phone as a tool or media in teaching and learning especially in English class.

3. Further Researcher

The next researcher should be cleverer to select media and material in the study. Moreover, the researcher will not have difficulty in completing the study. Such as in the data retrieval, the researcher should retrieve data early so that if there are shortcomings or constraints it can be solved well.

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