WhatsApp Chat-Based Learning of Descriptive Text Writing by The Third Grade Students at Indonesian Vocational High School

Pembelajaran Penulisan Teks Deskripsi Berbasis WhatsApp Chat Siswa Kelas III Sekolah Menengah Kejuruan Indonesia

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ABSTRAK

Penelitian ini adalah "Pembelajaran Menulis Teks Deskriptif Berbasis WhatsApp Chat oleh Siswa SMK Kelas III". Tujuan dari penelitian ini adalah untuk mengkaji tiga kasus, yaitu: (1) Bagaimana penerapan pembelajaran menulis teks deskriptif berbasis chat WhatsApp, (2) Apa dampak penggunaan pembelajaran berbasis chat WhatsApp terhadap penulisan teks deskriptif siswa, (3) Bagaimana hasil belajar siswa persepsi tentang penulisan teks deskriptif pembelajaran berbasis obrolan WhatsApp. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan pembelajaran berbasis chat WhatsApp terhadap penulisan teks deskriptif siswa, untuk mengetahui persepsi siswa tentang penggunaan pembelajaran menulis teks deskriptif berbasis chat WhatsApp, untuk mengetahui kemampuan siswa dalam menulis teks deskriptif. Mengimplementasikan pembelajaran menulis teks deskriptif berbasis chat WhatsApp. Penelitian ini menggunakan metode kualitatif. Dalam penelitian ini, peneliti menggunakan purposive sampling untuk mengumpulkan data. Penelitian ini diikuti oleh 40 partisipan dan penelitian ini dilakukan di SMK Negeri 1 Wangi-wangi Kabupaten Wakatobi. Hasil penelitian ini menunjukkan bahwa penggunaan pembelajaran berbasis chat WhatsApp pada penulisan teks deskriptif siswa tidak memberikan hasil yang maksimal. Aplikasi WhatsApp di masa pandemi covid 19 menjadi salah satu media pembelajaran yang kurang diminati siswa, para siswa tidak puas dengan hasil belajar yang didapat di WhatsApp. Aplikasi WhatsApp digunakan sebagai aplikasi yang membantu siswa dalam proses belajar ketika terjadi pandemi COVID-19.

Kata kunci: Penulisan, Teks Deskriptif, WhatsApp, Dampak, Persepsi, Implementasi

ABSTRACT

This research is "WhatsApp Chat-based Learning of Descriptive Text Writing by the Third Grade Students at Indonesian Vocational High School". The purpose of this research is to examine three cases, namely are: (1) How do the students' implement on the WhatsApp chat-based learning descriptive text writing, (2) What are the impacts on use of WhatsApp chat-based learning on the students' descriptive text writing, (3) How is the student's perception on the WhatsApp chat-based learning descriptive text writing. The aims of the research were to know about the impact use of WhatsApp chat-based learning on the students' descriptive text writing, to know the students' perception on the use WhatsApp chat-based learning of descriptive text writing, to investigate the students' implement on the WhatsApp chat-based learning of descriptive text writing. This research used qualitative method. In this research, researcher used purposive sampling to collect data. This research, 40 participated as participants and in this research was conducted at SMK Negeri 1 Wangi-Wangi Wakatobi Regency. The result of this research shows that using WhatsApp chat-based teaching on students' descriptive text writing does not give maximum result. Used WhatsApp application during the pandemic COVID-19 is one of the learning media that students are not interested. The students are not satisfied with the learning outcomes that get on WhatsApp. The WhatsApp application is used as an application that helps students in the learning process when a pandemic COVID-19 occurs.

Keywords: Writing, Descriptive Text, WhatsApp, Impact, Perception, Implementation

1. INTRODUCTION

Writing is about expressing our ideas into sentence or paragraph. It needs ability to express those ideas. Writing is one of the important and productive skills. Harmer (2007, p. 112) says that writing gives the students more thinking time than they get when they attempt spontaneous conversation. Writing becomes important because of some reasons. Raimes (1983, p. 3) states that writing helps the students to learn since it reinforces grammatical structures, idioms, and vocabulary that the teachers have been teaching.

According to Sharples, Taylor & Vavoula (2007) Mobile phones have been widely used as a tool for learning because they provide educators and students the opportunity for inventive instruction. In addition, it is characteristics allow students to participate in lessons such as accessing material from teachers outside of class hours, so that it can be done anywhere and at any time, making learning (m- learning) less disturbing than other forms of learning made possible by technology (Laurillard, 2007; Beger & Sinha, 2012). Uys et al (2012) also confirms that students spend a lot of time on social networking sites.

The internet can be uses to support the process of writing as students develop their writing skills in various genres. Although the internet is a naturally intimating tool are many young leaners are familiar wide using information technology, it is important for teacher to be active facilitation when the Internet is used for language leaning. Since the Internet is multilingual, an obvious issue is how to make sure that students use English for their online tasks.

In writing, students must know about grammar, vocabulary, sentence structure, sentence order, sentence relationships. Sometimes students can speak English fluently but they do not understand for sure in Writing. Researchers made observations at SMK 1 Wangi-wangi. Various media can also be used to support the implementation of learning by virtual. For example, virtual classes used WhatsApp Group, Google Classroom services, Edmodo, Zoom Cloud Meeting Application and Schoology (Enriquez, 2014; Sicat, 2015). However, there are weaknesses that student online learning is not properly supervised during the online learning process. Weak internet signals and high quota fees pose challenges for online learning, especially for those who live in rural areas. Most of them use the WhatsApp application to support the implementation of learning because the signal is stronger.

Students can communicate with teachers and other students in real time with the availability of Wi-Fi and cellular data connections because it is far cheaper to communicate through social networking sites. WhatsApp can cover many students in a short amount of time. Students from the same class can easily communicate on certain topics through this application because it provides direct responses within group members to join in the chat to make communication effective (Trentin & Repetto, 2013). In other words, WhatsApp is very helpful in communication and facilitates the dissemination of information about learning so students do not miss learning related information.

English as one of the subjects taught from elementary school level to tertiary education must be presented as interestingly as possible, of course as an educator it is very instrumental to make it interesting. What is more this subject is sometimes considered trivial because everyday language is sometimes considered boring. It takes effort and high creative power to change that impression to foster a love for learning English. Therefore, it is necessary to use WhatsApp application to help students learn English so it is fun.

To complete this research, the researcher used qualitative method; this research is to know the students' implementation, impact, and perception toward the use WhatsApp Chat-Based in learning English at Previously. Researcher had made observations in Vocational high school in the area and found information that currently schools, students, and teachers had communicated and disseminated information related to learning activities through WhatsApp application.

2. REVIEW OF RELATED LITERATURE

2.1. Descriptive Text of Writing

Descriptive text is the text that describes something in order the readers or listener can get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. In this case the topic of the writing text is about the place. In writing descriptive text, the students must fulfill the five components of writing, they are developing ideas, organizing ideas, grammar, vocabulary, and

mechanics. The purpose of descriptive text is to explain, describe, or reveal a person or thing. Descriptive text contains special characteristics possessed by the object, place, or person being described, for examples, characteristics, physical appearance, and other things that are written specifically.

Developing ideas is the most important thing to the students in writing descriptive text. By developing the ideas, the students can make a good writing text and develop their ideas clearly in each paragraph. In organizing ideas, students must identify the name of place and describe the detail of the place in the supporting paragraph. In writing descriptive text, the students must use an appropriate grammar, in this case simple present tense. In composing the text, students must choose the appropriate and accurate words to express the ideas. In mechanics component, students must use the good punctuation, spelling, and capitalization. By analyzing the five components of the students' descriptive text, the researcher can see the students' skill in writing descriptive text.

2.2. Implementation

Implementation is down to activity, action, or the existence of a mechanism for a system, implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity. Implementation is an action or implementation of a plan that has been prepared carefully and in detail. Implementation is usually done after the planning is considered perfect. Implantation is usually done after the plan is considered fix. Implantation can also mean implementation which comes from the English word Implement which means to carry out.

Implementation will be influenced by the extent to which the policy deviates from previous policies. In this regard, incremental changes are more likely to generate positive responses than drastic (rational) changes, as previously stated, incremental changes based on incremental decision-making are essentially remedial and are directed more towards the improvement of real social imperfections. today rather than promoting the social goals of the future. This is very different from changes based on rational decisions which are more oriented towards major and fundamental changes. As a result, the chances of conflict or disagreement between policymakers will be very large. There are three types in Implementation:

1) Highly Implemented
2) Moderately Implemented
3) Poorly Implemented

2.3. Impact

The definition of impact according to the Big Indonesian Dictionary is a collision, an influence that has both positive and negative consequences. Can conclude that impact is a change that occurs because of an activity or action caused by the emergence of policies. Impact arises because of the appearance of something that either has a positive or negative influence.

Researchers conclude that impact is everything that arises because of an event or development that exists in society and produces changes that have a positive or negative effect on survival. A positive influence means showing a change for the better, while a negative influence means showing a change in a worse direction than before the development was carried out.

Positive Impact
Positive impact is a change that occurs in a positive or good position of an action. This impact can be called a beneficial impact for the parties involved in a circle of change.

Negative Impact
The second impact is a negative impact. A negative impact is an effect that results from an action. This influence leads to negative conditions or can be called a detrimental effect or worsens the situation.

2.4. Perception
According to Slameto (2010: 102) perception means a process which correlates with the delivery of message of information to human's brain, through perception human making correlation with their environment continuously. This is correlation through their senses that are: sense of sight, hearing, touch, and sense of smell. Perception is the set of processes by which an individual becomes aware of and interprets information about the environment, perception point out to the way us try to understand to world around us we gather information through our five-sense organ. Therefore, Perception is experience of the information content this representation us can compare them with previous experience and ways to pay attention or understand something using their five senses.

In this research the researcher defines perception that is a way of response or assessment of individuals in interpreting the impressions of their senses to give meaning to their environment. In other words, everyone has a different perspective with other individuals. This is influenced by several factors namely psychology, family, culture, and motivation. There are three types of perception:

1. Upper Positive Perception
2. Medium Positive Perception.
3. Less Positive Perception.

3. RESEARCH METHOD

3.1 Research Design

The purpose of the study to determine the implementation impact, and perceptions on the use of WhatsApp chat-based learning on the students' descriptive text writing for learning English in third grade students of SMKN 1 Wangi-wangi Wakatobi Regency. Based on the general purpose of this research, this research is classified as qualitative descriptive.

The purpose of this study was to explore students' daily performance in writing English through WhatsApp-based chat. A mixed methods approach was chosen to explore the implementation of daily WhatsApp based chats (Johnson, Onwuegbuzie, & Turner, 2007).

The qualitative analysis applied is on natural daily observations that are summarized every week for one semester of learning and teaching which are screenshots in WhatsApp groups, as well as detailed analysis of connections, communication, and collaboration that occur in chat-based conversations.

Based on the qualitative research, the qualitative is used to describe research and to take samples from the population using interview as a data collection tool.

3.2 Technique of Collecting the Data

Technique of collecting data used in this research is Interview. This research uses structured interview. According to Margono (2009, p. 167) "Structured interview is the question alternative answer that is given to interview must be decided first unstructured interview is an informal interview. The questions are about view of life manner, subject's information, etc.

Interview is a data collection technique by interviewing selected individuals as respondents. Furthermore, it is an effort to obtain accurate information by using a new method, namely interviewing via WhatsApp chat-based and obtaining a reliable and valid measure of respondent responses from one or more respondents. In-depth interview is a process to obtain information for research purposes by asking solid and clear questions between the interviewer and the informant or interviewee, with or without using interview guidelines.

3.3 Technique of Data Analysis

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification.

1. **Data Collection**

   Data collection is looking for, recording, and collecting everything objectively and as it is in accordance with the results of observations and interviews in the field, namely recording data and various forms of data in the field.

2. **Data Reduction**

   According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In reducing the data, the researcher chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research.

3. **Data Display**

   According to Sugiyono (2014:249), them further point out the in the qualitative research, the presentation of data can be done in the form of brief descriptions; flow carts connections between categories and like.

   The researcher concludes that to display data, the researcher will explicit provide all the record keeping during the interviews in the order to draw the first approach of analyzing data.

4. **Condensation and Drawing Conclusion**

   Conclusion drawing involves stopping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the researcher draws meaning from the data in a display.

4. RESULT AND DISCUSSION

4.1 Finding

Students' perceptions can be applied as the ability of students to justify their own opinions, as well as the implementation and impact use of WhatsApp chat-based learning on the students' descriptive text writing. In this research, researcher tried to know students' implementation, impact, and perception on the use of WhatsApp chat-based learning on the students' descriptive text writing in third grade students at SMK Negeri 1 Wangi-wangi Wakatobi regency. Based on the result of interview from students' that have been conducted by researcher about students' implementation, impact, and perception on the use of WhatsApp application in learning of English at the third-grade students of SMK Negeri 1 Wangi-wangi Wakatobi regency.

At this stage, several activities are carried out to find field problems. First, some observations about the process of learning English conducted online through the WhatsApp application in class XII TKJ and XII AGP at SMKN 1 Wangi-wangi. Second, English teachers and students were interviewed to get some input on weaknesses related to the process of learning English online through WhatsApp chat-based.

Implementation

The learning process carried out online through the WhatsApp application has been carried out for approximately 2 years at SMKN 1 Wangi-wangi. In this study, researchers chose three steps in student implementation of learning descriptive text writing through WhatsApp chat-based, namely: Plan, Action, and Reflection.

a. Plan

Based on field notes, students prefer to study offline or face to face at school, they think online learning during the COVID-19 pandemic through one of the WhatsApp application media is inefficient because they do not understand the material explained by the teacher. The students hope that this COVID-19 pandemic will pass quickly so that they can return to studying offline and be able to understand descriptive text writing well.

b. Action

The online learning action has been carried out by 3rd grade students for approximately 2 years during the COVID-19 pandemic. The online learning action is focused on the WhatsApp chat-based application,

This implementation requires students to study independently. In this action, when the researcher carries out the action, the researcher evaluates the results of student interviews to be able to observe the online learning process. Data collection during the study was carried out through classroom observations and interviews.

Based on the result above, it can be concluded that Poorly Implemented WhatsApp chat-based learning of descriptive text writing more than Higley Implemented and Moderately Implemented. This proves that students have problems in online learning using WhatsApp chat-based as described above.

c. Impact

The COVID-19 pandemic, which causes limited mobility, clearly affects many sectors, one of which is education, until finally the learning process for students was carried out online. There are positive and negative impacts, bad possibilities that could happen in the world of education, although formally educational activities can still be done online, but because educators and students must study at home, character education during this pandemic has been a bit neglected. The results of negative and positive impacts are:

a. The Negative Impacts use WhatsApp Chat-Based Learning

1) Students do not understand the concepts or teaching materials provided by the teacher through the WhatsApp application.
2) Students often use Google to translate sentences; Google makes students lazy to use the dictionary manually.
3) Students do not understand about describing an object, because the explanation is online or using WhatsApp, according to students they do not understand the material.
4) Students lack of knowledge, and low self-confidence.
5) Think learning through WhatsApp chat-based does not provide any motivation at all to learn descriptive text writing.
6) Students become less social with friends and the environment, causing boredom which results in being lazy to study.

b. The positive impacts use WhatsApp Chat-Based Learning:
1) Students have a lot of time at home with their families.
2) Students feel that collecting assignments is more practical and simpler.
3) Teachers and students can communicate anytime and anywhere

The students' who think that learning English through WhatsApp application does not give maximum results, and there are many negative impacts that make it difficult for students to learn English because it is difficult for students to understand the teaching materials given by the teacher.

However, there are also several things that can make it easier or positive impact for students to do the teaching and learning process through the WhatsApp application such as collecting assignments become more practical.

Perception

Based on interviews conducted by researchers, the students expressed three criteria of perceptions, Frist is Upper Positive Perception, second is Medium Positive Perception, and the third is Low Positive Perception the perception talking about using WhatsApp chat-based learning of descriptive text writing.

4.2. DISCUSSION

In this case, the researcher has conducted through interviews by WhatsApp chat-based to find out students' implementation, impact, and perceptions about the use of WhatsApp chat-based teaching descriptive text writing.

The WhatsApp application is used as an application that helps students in the learning process when a pandemic occurs. However, during the activity, students experienced many obstacles such as limited quota so that it was difficult for them to follow the lessons, lack of understanding instructed by the teacher, and other difficulties that made them think that using WhatsApp in English lessons was less liked and the teaching and learning process was less optimal.

5. CONCLUSION AND SUGGESTION

The research finding from interview, most of students stated the use WhatsApp application is not optimal.

The students' who think that learning English through WhatsApp application does not give maximum results, because it is difficult for students to understand the learning materials given by the teacher and students find there are several impacts that affect students' learning in using WhatsApp. However, there are also several things that can make it easier for students to do the learning process through the WhatsApp application such as collecting assignments.

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