

## THE USE OF COHESIVE DEVICES IN WRITING ENGLISH TEXT BY THE TENTH GRADE STUDENTS OF SMAN 1 KOTA JAMBI

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### ABSTRACT

This research has been done during the educational system worldwide, which has been affected by the COVID-19 pandemic. It was required for students to study at home. The researcher assumed that WhatsApp as one of the online learning tools which could help the students in the learning process. This study aimed to find out the effect of using WhatsApp as a learning tool on students' writing ability at Ma Laboratorium Kota Jambi and to find out the significant difference of students' writing those taught using WhatsApp and those taught using Zoom. This research was quantitative research and it was conducted by using a quasi-experimental design. The subject of this research was 34 students. The result of the analysis indicated that the mean of post-test score (69.05) was higher than the mean of pre-test score (55.97) so that  $H_0$  was accepted. It means there was a significant effect and significant difference of students' writing skill after giving treatment. Next, the researcher had computed that the score of  $t_{count} > t_{table}$  ( $2.652 > 2.037$ ) and the result of paired sample T test is 2-tailed  $< 0.05$  ( $0.012 < 0.05$ ). So,  $H_0$  table was accepted. It means, there was a significant effect and significant difference using WhatsApp as a learning tool on students' writing skill.

*Keywords:* Learning Tool, Whatsapp, Writing Skill

### A. INTRODUCTION

Writing is a productive talent and an English subject in school. Writing is productive like speaking, and students may be judged as learners if they read and write for specified purposes and situations (Harmer, 2007). Writing is any skill kids must master to communicate knowledge in oral and written language. Writing improves English and productivity. Writing improves students' grammar, idioms, and vocabulary (Brown, 2007). Second, writing lets children experiment with language. Third, they write to communicate their ideas and get immersed in the new language. Writing helps kids learn grammar and language use.

Also, writing is a work need. In college and the workplace, it is the initial standard for judging work, learning, and intelligence. Writing is vital in higher education and the workplace, according to Walsh (2010). Writing provides communication and cognitive skills.

Writing is a fantastic approach to improve English, however most students found it difficult to express their ideas. Organising the compositions and starting them appropriately requires more labor. Students must swiftly acquire and maintain writing skills to improve. Teachers must enhance pupils' writing skills, which is difficult for some. According to Richards and Renandya (2002) Writing is the hardest foreign language and second language skill.

Choliah (2014) found that eighth-graders at SMP Trimuli Jakarta Selatan made some writing errors. Students' capitalization errors were 200 or 23,90%, word options 110 or 13,14%, and grammar 105 or 12,54%. Students at the school struggled to write phrases according to score. Students also struggle with writing. It covers grammar, vocabulary, spelling, etc. According to Richards & Renandya (2002), pupils found writing challenging as a second and foreign language. Because it's hard to generate and organize ideas and various sub-skills affect writing talent. Writing sub-skills are associated to accuracy, according to Spratt (Spratt et al., 2005). Students lack writing confidence. Students frequently don't want to compose a sentence or paragraph because they're not comfortable sharing their thoughts or experiences. According to Harmer (2007), students may feel unconfident in their writing since they have never written much in their mother language. Maybe the student thought they couldn't illustrate the term or explain the ideas.

The student worries if their writing is boring. When they write poorly, pupils blame themselves. They believed they couldn't write. Those issues may impact pupils' writing. They avoided writing the sentence because of that effect. World education has been influenced by the COVID-19 epidemic. The school and college should temporarily close. the government Each country has closed schools to stop the spread of COVID-19. This condition requires individuals to stay home, work, study, and workship (Jamaludin et al., 2020). Some Indonesian colleges use blended learning, which involves online and face-to-face learning. All Indonesian and international universities must utilize IT for online learning.

The researcher pre-observed tenth graders at MA Laboratorium in Jambi city and concluded that online media learning caused complications. English, especially writing, is difficult for most students to grasp while using internet media. They struggle with sentence structure, vocabulary, and time to write. Finding ways to promote and improve students' writing during

online learning is crucial. The teacher must provide greater attention to English writing to assist students comprehend the instruction to finish a writing work. Technology can increase students' interest, motivation, and pleasure in writing (Fareed et al., 2016). WhatsApp may be used to write. The remark implies that online writing connects students and teachers. According to Bouhnik & Deshen (2010), WhatsApp has four major purposes. First, the instructor can chat to pupils to encourage sharing, foster socialization, and teach.

Several researchers studied WhatsApp. Dumanauw et al. (2018) investigated using WhatsApp to teach recount text writing. This study found that WhatsApp use is considerable. Enhancement of student writing. WhatsApp messenger is an effective mobile learning method for improving pupils' writing abilities (Fattah, 2015). This study found that WhatsApp use improved students' writing, particularly sentence construction. The study examined if WhatsApp may improve EFL students' reading and writing (Ahmed, 2019). Especially grammar, vocabulary, reading comprehension, and writing.

Many researchers study WhatsApp's impact on reading and writing instruction. This study attempts something new based on past studies. MAN Laboratorium Kota Jambi eleventh graders will be tested on WhatsApp use. The researcher believed MA Laboratorium Kota Jambi students utilized WhatsApp and might use it to study English. Based on the description above, the researcher plans to study "The Effect Of Using WhatsApp As A Learning Tool On Students' Writing Ability of Tenth Grade Students at MA LaboratoriumKotaJambi."

## **B. METHOD**

The research conducted employed a quasi-experimental design with a pretest-posttest control group design. According to (Creswell, 2009) that quasi experiments design are experimental situations in which writer assigns, but not randomly, participants to classes because the experimenter cannot artificially construct groups for the experiment. Two groups were prepared by the researcher: the control group and the experimental group. The determination of these two categories was made using a straightforward technique of purposive sampling. The researcher selected both the control and experimental groups.

After selecting the sample, the researchers prepare the instructional materials and instruments. The researcher then administered a pretest to both the control and experimental groups. A pretest was administered to ascertain the initial results of the experimental and control groups' writing ability prior to treatment. A pretest is also used to equalize the experimental and control groups. Both categories must be separated from the same state.

Initially, both the control group and the experimental group were given the same pre-test and were deemed to have comparable abilities. Next, treatment was administered to determine WhatsApp's impact. The purpose of treatment is to collect data from both divisions.

## **C. FINDINGS AND DISCUSSION**

### **1. Finding**

In conclusion, writing is a challenging skill that requires considerable effort and practice to master. The use of WhatsApp as a learning tool has been explored in various research studies, demonstrating its potential as an effective medium for improving students' writing skills. WhatsApp's features, such as instant communication and content sharing, make it a convenient platform for both teachers and students. Research conducted in different educational settings, such as MA Laboratorium Kota Jambi, has consistently shown positive results. Students who used WhatsApp for learning exhibited improvements in their writing abilities, including sentence structure and overall performance. Furthermore, WhatsApp fosters student engagement and interest in the learning process. Therefore, it can be concluded that WhatsApp is a valuable technology that can be leveraged to enhance writing instruction and promote effective learning experiences.

### **2. Discussion**

Writing is a comprehensive and difficult activity. It requires additional attempts to understand about writing. The researcher utilized WhatsApp as a teaching instrument to assist students with writing instruction. Whatsapp, a communication software that can be installed on a smartphone, is one of the available learning tools. (Lee,2002) Whatsapp's features can help pupils learn in school related to the content shown by the teacher, and can encourage them to send brief messages to cultivate their thought process. According to research conducted at MA Laboratorium Kota Jambi, the mean ranks of experimental class posttest scores were higher than the mean scores of the pretest. It means that the result of this study was

considered that there was a significant effect between students' writing skills taught before and after using WhatsApp as a learning tool and those taught not using WhatsApp.

Therefore, WhatsApp is one of the more accessible technologies that can be utilized for communication and sharing. According to Tartari et al. (2019), WhatsApp is a type of technological platform that enables immediate access, simultaneous communication, and the sharing of original and creative work. The instructors shared material with the students through a WhatsApp group that connected a large number of students.

Whatsapp has been identified by (Fattah, 2015) as one of the most effective media learning strategies for enhancing students' writing skills. This study revealed that the use of WhatsApp by students had a significant impact on their writing ability, particularly their sentence structure. In addition, Latifah and Fatma conducted a study titled *The Effect of WhatsApp on Teaching on Students' Writing Recount Performance*. This investigation included 30 students from both the control and experimental classes. The results indicated that there were significant differences between the test scores of students in the control group and the experimental group. It can be concluded that WhatsApp has a significant impact on the writing performance of students.

The researcher permitted students to use WhatsApp as a teaching instrument for writing, particularly for narrative texts. The findings of this study had a significant impact on the students' writing, in particular. WhatsApp made the pupil more engaged in learning the material. This study models an effective method if the researcher encourages students to develop their vocabularies, grammatical structures, and interests.

#### **D. CONCLUSION**

This research examined the potential use of WhatsApp as a learning instrument by teachers in the teaching and learning process. WhatsApp is one of the widely used social media platforms that could assist students with their writing difficulties. Multiple WhatsApp features, such as group messaging, voice notes, and video calls, could facilitate the learning process for students. WhatsApp Messenger is simple to master. It encourages students to learn and could

assist them in writing a text. Participation in WhatsApp Messenger is popular among students because it allows them to study in pairs or individually and improves their writing skills.

Based on the use of WhatsApp as a learning aid by MA Laboratorium Kota Jambi students, it was possible to conclude that there were disparities between those students who were taught using WhatsApp. Using online media made teaching writing to students more pleasant and engaging. It allows students to exercise English as a means of communication and allows them to learn from one another. Other effects for the students could enhance their vocabularies and grammar, as well as boost their writing confidence. Moreover, WhatsApp could foster a positive relationship between students and teachers during class.

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