USING WHATSAPP GROUP TO TEACH STUDENTS' WRITING RECOUNT TEXT OF 11TH GRADE OF SENIOR HIGH SCHOOL AT SMA N 14 SEMARANG

Final Project

Submitted to the fulfillment of the requirements

For the degree of *Sarjana Pendidikan* in English

By

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ENGLISH EDUCATION STUDY PROGRAM

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APPROVAL

APPROVAL

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Stating that what is written in this thesis is really my own work. I take full responsibility for the content of this final project. Opinions or findings of others contained in this final project are quoted or referenced based on the standard of the scientific code of ethics.

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II

RATIFICATION

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MOTTO

"Live your life joyfully and happily." - Kim Taehyung BTS

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This final project is dedicated to:

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Hopefully, a little meaning implied in this paper is useful for writers and readers.

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The Author

ABSTRACT

Kurniawan, Dinar Aji, 17420125. 2022. *Using Whatsapp Group To Teach Students' Recount Text of 11th Grade of Senior High School at SMA N 14 Semarang.* Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dra. Maria Y.W.L., M.Pd., Advisor II: Siti Musarokah, S.Pd., M.Hum.

Keywords: writing, recount text, whatsapp application

Writing requires hard thinking to produce ideas, words, sentences, paragraphs, and compositions.There are some texts in writing. One of them is recount text. Recount text is a form of text that aims to retell an event with the aim of informing or entertaining. The Covid-19 pandemic had an impact on almost the whole world, especially in the field of education. Whatsapp is one of the applications used for daily communication. The use of Whatsapp is for delivering material in class or face-to-face and e-learning using electronic media learning. Whatsapp is an application that can help the learning process in the classroom and give a positive impact on the teachers and students, it makes the students do not feel bored and makes the learning process more interesting. The aim of this study to find out the achievement of students' writing skills who write recount text with and without whatsapp application and the significance difference in the writing skills of the students who write recount text with or without whatsapp application. The population is 36 students of group XI IPS 1 & 2 in SMA N 14 Semarang. The writer takes two classes as a control class and an experimental class. The research instrument is test, there are two types of test, pre-test and post-test. Written test is use to collecting the data. After collecting data, there are significance differences between the class who taught using conventional learning and the cass who taught using whatsapp application. The results of the study are the average value of the students who write the recount text without whatsapp aplication was 77.4571, then students the average value of the students who write the recount text with whatsapp aplication was 82.000, and based of the students score, the writer can conclude that whatsapp application can raise significant increase students writing skills.

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, the reason for choosing the topic, statements of the problem, objectives of the study, and significance of the study. This chapter focuses on the main topic, which is explaining how or why this final project was made. For the outline of the research, it shows the structure of the final project which consists of this research

A. Background of the Study

Most countries in the world use English as an international language to communicate. English in many countries is used on various occasions such as social, science, education, diplomacy, politics, international media, international industry, and international trade (Allan, 2008). In some countries have used English as their mother tongue, but in Indonesia English is considered a foreign language. As a foreign language, English is not used as the language of instruction and daily interaction, but English is used in formal settings, such as schools and universities.

Learning English as a foreign language is gradually becoming more important in Indonesia, English is a compulsory subject taught in high schools. One of the goals of teaching English is to develop communication skills. These abilities include four skills: listening,

speaking, reading, and writing. Students must master these abilities, one of them is writing. According to Ningrum et al. (2013), writing is complex to learn and to teach because it needs many skills. Writing requires hard thinking to produce ideas, words, sentences, paragraphs, and compositions. In writing class, the students need to express their feelings in a good way, they should express their ideas and emotions creatively so that readers can understand their writing. Based on Wijayatiningsih (2013) writing is a concept product from the author's orders grammar knowledge that can be developed from teacher manipulation and imitate models.

There are some texts in writing. One of them is recount text. According to Munir (2013), recount text is a form of text that aims to retell an event with the aim of informing or entertaining. In the recount text, the sentence is usually organized according to time order. Al-Hafizh and Mulyani (2012) said that recount texts can not only be found in schools but also in real activities. There are many examples of familiar types of recount text. First, newspapers and report news that happened in the past. Second, a letter about the author's experience was sent to their family or friends. Third, the author's biographical or autobiographical. The last is a diary that retells the author's experience.

The Covid-19 pandemic had an impact on almost the whole world, especially in the field of education. Kompas daily: reported on

March 2, 2020, The President of Indonesia Jokowi, for the first time announced a positive case of the corona virus that attacked two Indonesian citizens (Arcana, 2020). Therefore, the government has made a new regulation to temporarily close schools to break the chain of the spread of the Covid-19 virus. This has caused several changes to the education system in Indonesia. The teaching and learning system is changed to online or distance learning, we must be able to adapt to new habits in teaching and learning activities. One of them is the media that we use for teaching and learning activities. One of the media that we can use is Whatsapp.

Whatsapp is one of the applications used for daily communication. As many as 82% of users choose the Whatsapp application to communicate with other (Kheryadi, 2017). Based on my experiences while doing an internship most students already have Whatsapp as a teaching-learning media. Whatsapp application has more advantages, it's very easy to use, and requires a little internet access to operate it. Whatsapp also has a group chat feature that can make it easier for teachers and students to interact as stated by Bouhnik and Deshen (2014). In addition, Whatsapp can send and receive messages to individuals and groups, send pictures, audio files, video files, a link to the address, and can change the appearance pictures on individual profiles. Kweldju and De Alex (2013) states that the use of Whatsapp is for delivering material in class or face-to-

face and e-learning using electronic media learning. WhatsApp is an application that can help the learning process in the classroom and give a positive impact on the teachers and students, it makes the students do not feel bored and makes the learning process more interesting.

From the explanation above, in this study, the writer will apply Whatsapp to increase students' interest in writing recount text. Therefore, the writer wants to conduct a study entitled "Using Whatsapp Group to Teach Students' Writing Recount Text of 11TH Grade of Senior High School at SMA N 14 Semarang"

B. Reasons for Choosing The Topic

Based on the background of the study above, there are some reasons why the writer chose the topic, as follows :

1. Writing is difficult for students because writing involves many aspects such as organization, mechanics, and grammar, so students should master writing performance.

2. Recount text is one of the texts that can be found in daily life and can be retold to entertain others.

3. Whatsapp can be a medium to teach students writing recount text because it is flexible and interesting.

C. Statements of the Problem

Based on the background above, the formulation of the problem is as follows:

1. To what extent is the writing skill of the students without using Whatsapp group?

2. To what extent is the writing skill of the students with using Whatsapp group?

3. Is there a significant difference in the writing performance of the students without using Whatsapp group and using Whatsapp group?

D. Objectives of the Study

1. To find out the achievement of students' writing skills without using Whatsapp group.

2. To find out the achievement of students' writing skills using Whatsapp group.

3. To find out the significant difference in the writing skill of the students without using Whatsappgroup and using Whatsapp group.

E. Significance of the Study

The meaning of the study talks about how this study can provide benefits to society. The writer expects that the results of this study can provide benefits to:

1. Teachers

In this study, teachers are expected to be able to apply Whatsapp as online media to improve the quality of teaching and learning, especially in learning English which is also very necessary for Indonesian education during a pandemic.

2. Students

The result of this study can make students improve their writing skills especially in recount text, also students can use Whatsapp as a medium in learning English.

3. Writer

This study is aimed at developing and increasing the writer's knowledge about online assessment using Whatsapp media in the process of learning and teaching English in the classroom.

F. Definition of Key Terms

1. Writing

According to Marza and Hafizh (2013), writing is one of the basic skills for communicating, that should be mastered in learning English, which of listening, speaking, and reading, and should also be learned by the students at the junior high school.

2. Recount Text

According to Munir (2013), recount text is a form of text that aims to retell an event with the aim of informing or entertaining. In the recount text, the sentence is usually organized according to time order.

3. Whatsapp

Jumiatmoko (2016) states Whatsapp is an instant messaging technology such as a short message service to help and support the internet more attractive features.

4. SMA N 14 Semarang

SMA Negeri 14 Semarang, is one of the state high schools in the province of Central Java, Indonesia. Similar to high school in general in Indonesia, the school education period at SMAN 14 Semarang is taken within three school years, starting from Class X to Class XII.

G. Outline of the Research

This research consists of five chapters. Every chapter contains a different topic.

Chapter I is the introduction. This chapter consists of the background of the study, the reason for choosing the topic, statements of the problem, objectives of the study, significance of the study, definition of key terms, and outline of the research.

Chapter II is a review of related literature. This chapter consists of a review of related theories and previous research.

Chapter III is the methodology of the research. This chapter consists of research design, subject of the research, instrument, method of data collection, and method of data analysis.

Chapter IV is research findings and discussion. This chapter consists of research findings and a discussion.

Chapter V is the conclusion. This chapter consists of conclusions and suggestions

CHAPTER II

REVIEW OF RELATED STUDY

This chapter deals with a review of the related literature. This chapter begins with previous studies and review of related theories consisting of the definition of writing, types of writing, process of writing, assesing writing, writing for senior high school, definition of recount text, kind of recount text, the purpose of recount text, the generic structure of recount text, language features of recount text, definition of whatsapp, advantages of whatsapp in teaching, and hypothesis.

A. Previous Studies

To support this study the researcher collected some references from previous studies. The first research by Asiani Dumanauw (2018) was entitled *"The Use of Whatsapp Application to Teach Writing of Recount Text"* and published by Journal of Equatorial Education and Learning Vol.7, No.12, December 2018, from Tanjungpura University. The aim of the study to improve students' recount text in writing skills through the use of WhatsApp for class X students of SMA Negeri 5 Pontianak for the academic year 2018/2019. The method of this research was pre-experimental research with single group pre-test and post-test designs. The

research subjects were 35 people students of class X IPA 1, the researcher took samples using cluster random sampling. The data was collected through a written test. Referring to the research results show that the use of WhatsApp made a positive contribution to students' writing achievement of recount text. The use of WhatsApp to teach writing recount text is succeeded in improving the writing achievement of recount text students. Thus, the author recommends teachers to use WhatsApp in the teaching and learning process, not only teaching writing but also speaking, reading, and listening.

The second research was conducted by Evytha Tri Handayani (2020) entitled *"Students' Point of View on The Use of Whatsapp Group to Elevate Writing Ability"* and published by Journal of English Language Teaching and Learning (JELTL) Vol. 1, No. 2, December 2020, from Teknokrat University. English has been an important language nowadays. The role of the English language also has become the qualification of many people. However, many students state that English is not an easy language to master especially in Indonesia. Teachers also find it as a challenge in teaching English in Indonesia. They must have the appropriate technique and media for the students. One of the media that can be used by teachers to teach and engage students' participation in learning English is WhatsApp. This application is also popular

among the students as instructional learning mobile medium, including as a teaching medium to teach writing for students. Besides it is easy to operate, many students are familiar with it. This research aimed to find out students' perspectives towards the use of WhatsApp group in improving students' writing ability. This study applied a descriptive qualitative study with 37 students of the English Education study program as the participants. The data instrument used in this research were questionnaire and interview. The findings show that teaching writing by using the WhatsApp group can bring positive effects and benefit during the teaching and learning process. Besides that, it can also develop students' writing ability. This result is supported by students' opinions which state many good responses to this media rather than bad responses. Moreover, the result also shows that the WhatsApp group is one of the appropriate learning platforms for education in Indonesia.

The third journal was conducted by Salikin, Hairus; Bin-Tahir, and Saidna Zulfiqar (2017) entitled "The Social Media-Based Approach in Teaching Writing at Jember University, Indonesia" and published by Canadian Center of Science and Education, Vol. 7, No. 3, February 2017, from Iqra Buru University. In the last of few years, the use of social media has become the main topic in teaching and learning, but by the rapid development of technology, there must be a shift of students' interest in

employment the media.Thus, this research aimed to reveal; (1) Do the use of social media improve the EFL students' writing skill; and (2) What factors affect the EFL students' writing achievement. This research employed experimental design. The respondent of the current research were two classes of third semester EFL students at the University of Jember. In collecting data, the researchers used writing test, interview, and observation. The data were analyzed using SPSS 18.0. The researchers found that; 1) The use of social media did not significantly improve the students'writing skill, and 2) There were some specific factors that hindered the students; achievement in writing descriptive text.

The fourth journal by Ani Susanti and Ali Tarmuji entitled "Techniques of Optimizing Whatsapp as an Instructional Tool for Teaching EFL Writing in Indonesian Senior High Schools" and published by International Journal on Studies in English Language and Literature (IJSELL) Vol. 4, No. 10, October 2016 from Ahmad Dahlan University. Studies reported that Whats Apps is effective to enhance the students' language skills, motivation and rapport especially to adolescent learners. The typical characteristics of adolescent learners challenge teachers to find strategies to engage them. One of the strategies is through mobile learning. This paper shares three techniques of writing activities to help adolescent learners develop their text types writing ability using WhatsApp.

The techniques are brainstorming – group drafting – teacher's feedback, starter – quick writing –peer feedback, and information gathering – elaboration exercises – checklist

The Fifth Final Project by Deri Nur Rohman (2020) in the final project entitled "*Experiment Study of Utilizing a Whatsapp Group as an Informal Channel to Teach Writing Recount Text*" and published by Institutional Repository of UIN Walisongo Semarang, from Walisongo State Islamic University. With the rapid advancement of technology and its effectiveness in various fields, especially for educational purposes, some teachers are learning more deeply to apply technology in their teaching and learning process to build students' language skills in writing. not only on paper but also through social media. There are several studies that reveal that social media such as: Facebook, Twitter, Instagram, and Line, can be one of the media to overcome difficulties in writing.interested in doing research using Whatsapp in teaching writing. The purpose of this study is to explain the use of Whatsapp groups as an informal channel for teaching writing recount textin class X at SMK Muhammadiyah Purwakarta. This research method is a quantitative approach and applies quasi-experimental design. The population of students in the tenth grade SMK Muhammadiyah Purwakarta as many as 103 students, and the sample is 25 students in the experimental class and 20 students in the class control class.

This research was conducted through: Procedure; the first is to do a pre-test for the experiment and control class. Then the treatment was carried out in the experimental class, and lastly, do a post-test for the experimental and control classes. Referring to the results of the study, it was revealed that the average post-test the experimental class is 73.44, and the control class is 65.4. Count obtained is 3.393 while ttable is 2.017. That means Whatsapp gives positive contribution to student achievement in recount writing text. The implications of this research provide useful information about how the procedure or how to teach writing through social Whatsapp media for readers, and also to increase student interest in writing.

The last final project conducted by Fatma Latifah (2017) in final project entitled *"The Influence of WhatsApp in Teaching Toward Students' Writing Recount Performance"* and published by Institutional Repository of Muhammadyah University of Semarang, From Muhammadyah Univeristy Semarang. The study was discussed the influence of WhatsApp in teaching students' recount writing performance and to determine whether there is a significant difference in using WhatsApp in teaching writing recount text. The method of this research was quantitative and qualitative methods. The writer used pre-test and post-test in the experimental and control classes. The population in this study were students of class VIII SMP Muhammadiyah 3 Semarang. The sample were students

of classes VIII D and VIII E, totaling 60 students. The researcher use simple random sampling where VIII D was the experimental group and VIII E was the control group. The writer also conducted trials to obtain validity, level of difficulty, and distinguishing power. The results of this study indicate that there is a significant difference between students' scores in the control class and the experimental class. From statistical calculations, it can be seen that the mean score of the control from the pre-test was 55.33 and the post-test was 73.33. Average the experimental value of the posttest was 59.33 and the pre-test was 78.67. The test results show the arithmetic is greater than a table (0.49>0.05), so the hypothesis is accepted. In other words, the pretest value of the experimental class was 59.33 and the posttest was 78.67. Can be concluded that the results of the experimental class pre-test and post-test have a significant difference. In conclusion, that it can be concluded that Whatsapp has a significant effect on students' writing performance.

From the explanation above, the similarities between the previous studies above and this research are the use of Whatsapp as a learning medium and increase in students interest in learning writing recount text and the differences between the writer and the previous studies. The first, the purpose of this study is to find out the achievement of students' writing skills before using Whatsapp, to find out the achievement of students' writing skills after using

Whatsapp, to find out the significant difference in the writing skill of the students between those who are before using Whatsapp and after using Whatsapp. The second, subject of this study is 11th grade students of SMA N 14 Semarang. Third, the method of this study is using quantitative methods. The researcher collected the data by using pre-test and post-test and the writer use SPSS to analyze the data.

B. Review of Related Theories

1. Writing

a. Definition of Writing

Mustapa and Noor (2013) state that writing is one of a part of four integrated skills in mastering English besides listening, speaking, and reading. Oshima in Marzulina (2018) suggests that writing is progressive activity, which means that when you write something for the first time, you already know about what you are going to say and how you are going to say it. According to Harmer (2007), writing can encourage students' focus to use accurate language, because writing will trigger language development that enters the mind and can solve problems.

Teachers need to provide interesting and effective learning methods to encourage students' skills. To reduce students'

difficulties in writing, teachers must provide innovative and interactive activities (Tshibalo, 2007).

Conveying information by writing also involves signing pages (Spratt, Pulverness & Williams, 2005). However, it is difficult to generate and organize ideas into written language and convert them into readable text (Richards and Renandya, 2003). Therefore, the second learner considered that writing was the most difficult skill.

b. Types of Writing

Brown et al. (2019) categorize writing performance into four parts, namely: imitative, intensive, responsive, and extensive.

1. Imitative

The lowest level in producing written work is imitative writing. In this writing performance, students write letters, words, and sentences in English (Brown and Principles, 2001). This stage focuses exclusively on form, while meaning and context are considered secondary.

2. Intensive

The next stage is intensive writing. Students are expected to be able to produce vocabulary according to ideas, context, and collocations, as well as grammatical features that must be considered in all sentences. Brown and Principles (2001) state that assessments are carried out according to the type of writing

and grammar. Intensive writing focuses on the results of language production carried out by students to demonstrate competence in grammar, vocabulary, or conveying meaning without forming sentences. Brown and Principles (2001) also asked students to change the present tense into the past tense as an example.

3. Responsive

The writers are expected to be able to connect sentences into one paragraph that is connected and logical at this level. This writing assignment uses the genres of short descriptive, narrative, short reports, round reports, graphs, summaries, and short responses. For this written text students must focus o the discourse to be achieved and good grammar. This type is emphasized for all contexts and meanings.

4. Extensive

Extensive writing is the highest level of writing. This level aims to develop logical ideas, creation of coherent paragraphs, and organization given to students (Brown et al., 2019). extensive writing is successful in processing major research reports, essays, theses, and papers.

c. Process of Writing

Essays are not included in the writing process for teachers or students. According to his state, the writing process as outlined on a piece of paper takes up a lot of space and will not be

organized so that it will be a problem for students. There are four steps to processing a write:

1. Planning

A professional writer will plan what they want to write, decide which discussion to go to first, and take detailed notes. There are three main things in making a design to be considered by the author. First of all, the purpose of writing. Second, the target audience from which they write must be considered. Third, the structure of the content in each part of his work as well as planning and organization. By reading and analyzing the text, form, main idea content, and features, students then ask questions to narrow the topic and find the main idea. In addition, they also identify the topic sentence of a mixed paragraph (Adali, 2003; Seow, 2002).

2. Drafting

After the idea is created, students write the idea on paper and include detailed information so that the topic can be accepted by readers as the main draft according to Chaniago and Zainil (2019). then over time, the writing process enters the editing stage, and there will be many drafts that will be made until the final.

3. Editing

When a sequence has information that is unclear, confusing, or ambiguous, the writer will find a sequence that has information that is unclear, ambiguous, or confusing. The author will move the paragraph to write something new. other authors act as editors and other editors as commentators to revise and provide suggestions. This will help the author to get the right revision.

4. Final Version

After editing the draft and revising a few things to get the final version. In making a written work, three stages will take a long time, (re-) drafting, and (re-) editing as well as possible. after going through several edits of the original draft, the author will be ready to deliver his writing as intended to the reader

d. Assessing Writing

Oshima in Utami (2014), defines that there are five components of assessing writing. They are content, organization, language use, vocabulary, and mechanics.

1. Content

The content of the writing must be very clear so that the readers can understand the written messages and obtain information from the writing. Good writing is the one whose content must be unified and completed well or have unity and

completeness. a great paragraph is a paragraph that has one unit or in each paragraph discuss only the main idea. Each supporting sentence in a paragraph should also relate to the main idea. The main idea should be fully explained and well developed. In full text, readers will more easily understand the contents and messages of writing.

2. Organization

The organization of writing is related to the way the author organizes ideas. In compiling narrative text writing, the author must pay attention to how to arrange ideas chronologically or the author can express ideas in the order that flows from start to finish to the end of the story.

3. Language Use

The use of language is the ability of a writer to write correctly and sentence according to structure or grammar. Grammar is one of the important components in writing, grammar regulates language that we produce correctly and regularly.

4. Vocabulary

Vocabulary is a linguistic aspect related to the learning process for students to write. In the writing process, the writer must choose good and the right words so that they can produce good writing so that readers can understand. Most of the

students lack vocabulary because of that they fail to make good writing because of them hard to choose words. That is, students need to pay attention and have the ability to choose vocabulary to be able to good writing and easy to understand.

5. Mechanics

In writing, Mechanics deals with the use of capital letters, punctuation, and proper spelling in writing. This aspect is very important because the use of the correct mechanism will lead the reader to be able to understand what the author means in his writing.

a. Capitalization

Capitalization is the use of capital letters or commonly called capital letters in writing that will help explain the concept. In addition, the proper use of capital letters will help readers distinguish one sentence from another.

b. Punctuation

It can be used as a unit of meaning to show how the system unit relates to each other.

c. Spelling

When it comes to correct spelling, there are three important things rules to remember. Namely adding a suffix, forming a plural, and handling word errors. According to Bram (1995), a paragraph is a collection of sentences that

contain information related to one subject or center of the ideas expressed in the topic sentence. Like support statements, and conclusions should be placed at the beginning. The format of each sentence has a different purpose.

e. Writing for Senior High School

The purpose of learning to writing is to guide and facilitate students by providing directions for producing writing and the sources of learning materials provided, such as worksheets and textbooks. Brown (2000), argues that "Teaching is facilitating and guiding students in learning, and ensuring the best learning conditions". The meaning of this opinion is that as a teacher, the teacher also participates. While teaching, the teacher not only teaches but also observes English sentences systematically and grammatically. So, the teacher's role is very important to improve students' writing skills effectively.

Furthermore, when teaching writing classes, the teacher also considers the age of the students. At each level of education, teachers are expected to be able to adjust their needs, cognitive skills and competencies. There are several methods that teachers can use in the learning process. Like using games, teachers apply it to early childhood to be taught foreign languages. While the teacher uses an abstract way to teach foreign languages to adults.

2. Recount Text

a. Definition of Recount Text

According to Cogan (2006) recount text is written to retell events with the aim of either informing or entertaining the audience or the readers (or both). Students are expected to express their ideas about recent experiences or events focused on informing the readers.

b. Kind of Recount Text

According to Sari. et al. (2013), recount text consists of three types, namely: personal recount, factual recount, and imaginative recount. First, a personal story means telling about the author's personal experience. Second, the factual recount is actual event reports, such as science experiment reports, police reports. Third, Imaginative recount is making imaginative stories and writing down events or events that have occurred. The research will use personal recounts, students will write about their experiences.

c. The Purpose of Recount Text

The purpose of recount text is to entertain or inform the reader. Based on Sugeng and Zimah (2007) recount texts have a

social function or retelling events to inform or entertain the reader.

d. The Generic Structure of Recount Text

According to Sugeng and Zaimah (2007) the generic structure of recount text are, orientation (tells who were involved in the story, when, where, and why the story happened), events (tells what happened in chronologies order), re-orientation (concludes the experience)

e. Language Features of Recount Text

Sugeng and Zaimah (2007), state that language features consist of the use of action verbs, the use of past tense, the use of time conjunction, the use of verb and adverb or phrases, and use adjectives.

3. Whatsapp

a. Definition of Whatsapp

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; the declared purpose of the developers was to replace the existing SMS platform with a system that is free of charge in an ad-free environment. As a means of sending and receiving messages to

and from individuals or groups, WhatsApp includes a variety of functions, such as text messages, attached images, audio files, video files, and links to web addresses (Cohavi, 2013).

b. Advantages of Whatsapp in Teaching

In the context of the teaching and learning process, WhatsApp is able to help students interact with each other using English anytime and anywhere. In addition, WhatsApp is able to help students improve language skills such as speaking, writing, reading and listening (D'Eca, 2003).

c. Hypothesis

Null hypo (H_0): Content-Based Instruction cannot improve writing recount text for second grade of senior high school in SMA N 14 Semarang.

Alternative hypothesis (H_A): Content Based Instruction can improve writing recount text for second grade of senior high school in SMA N 14 Semarang.

Ho : $\mu = \mu o$

HA : $\mu = \mu > \mu o$

(Sugiyono, 2017)

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and discusses the place and time of the study, the research design, population and sample of research, instrumen of the research, method of the data collection, and techniques of data analysis.

A. The Place and Time of the Studies

1. Research Place

The place used to carry out the research is a high school (SMA) which is located at kokrosono street, Panggung Lor, Semarang Utara, Semarang, Central Java. This research was conducted at the level of SMA N 14 Semarang class XI in the first semester of the 2021/2022 academic year.

2. Research Time

The time of research carried out by researchers to conduct research is July 15 until July 22 2022.

B. Research Design

Creswell (2017) defined that research design as a special procedure that is involve in a research process such as data collection, data analysis, and report writing called research design.

There are three types of research that Creswell described which include quantitative, qualitative, and combined research. The three types of research have differences in each stage. In this study, the writer use quantitative research. Quantitative research is research that provide data in the form of statistical analysis. Researchers who use quantitatively in their research could take several courses or training in measurement, statistics, and quantitative data collection in the form of experiments, correlational designs, or survey techniques. There are three types of experimental research: pre-experimental, real-experimental, and quasi-experimental. In this study, the writer use a quasi-experiment with pre-test and post-test as a way of collecting data. In a quasi-experimental design, two groups are consisting of the first group as an experimental group which will be assessee using treatment, and the other group as a control group which will be assessee without using treatment. At the start of the experiment, both groups will give the same pre-test. And at the end of the experiment, both groups will give the same post-test as well. But before giving the post-test the experimental group will be given a treatment.

The design of pre-test and post-test experimental and control group is illustrated as follow:

Table 3.1

Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O_1	X	O_2
Control	O_3	-	O_4

(Arikunto, 1990)

Where:

O_1 = Pre-test of the experimental group

O_3 = Pre-test of the control group

X = Treatment of experimental group

O_2 = Post-test of the experimental group

O_4 = Post-test of the control group

(Creswell, 2017)

According to the above, two groups are consisting of the experimental and control groups. Both groups use WhatsApp as an online learning medium. They are The experimental group use treatment. while control group not using treatment.

C. Population and Sample of Research

In this section, the researcher describes the sample and population of the study:

1. Population

According to Sugiyono (2014:148) population is a generalization area consisting of objects/subjects that have certain numbers and characteristics determined by researchers to study and then draw conclusions. In this study the populations of the reasearch are students XI IPS 1 and XI IPS 2 in SMAN 14 Semarang, Group XI IPS 1 have 35 students and Group XI IPS 2 have 36 students and the total are 71 students.

2. Sample

The sample is part or representative of the population studied (Trianto, 2010: 256) There are two groups selected as samples in this study; Group XI IPS 1 and Group XI IPS 2. Group XI IPS 2 become a control group that taught using Whatsapp group without treatment and Group XI IPS 1 become an experimental class that taught using Whatsapp group and using treatment. Class XI IPS 1 had 35 students and class XI IPS 2 had 36 students.

D. Instrumen of the Research

According to Creswell (2017), research instruments were a means of measuring, observing, and documenting quantitative data. In this study, the writer used the test as an instrument. In line with Brown (2019), states that the test was used as a very useful method

for measuring the knowledge, ability, and performance of a person being tested to find out a certain domain.

To collect data in this study, the writing test became a medium to measure students' ability in writing a recount text. They were pre-test and post-test.

1. Pre-test

The pre-test was a test conducted by students before receiving treatment. The pre-test was carried out in two study groups, namely the experimental group and also the control group, this was done to find out how the basic abilities of students in writing recount text, the researcher asked the students to write recount text about lockdown situation.

2. Treatment

After the pre-test was carried out, the writer began to treat students in the experimental group, this treatment was carried out to students by teaching writing skills in Whatsapp group.

Step 1

The researcher made a group on Whatsapp and invited the experimental students into the group.

Step 2

After that, the researcher shared PPT about recount text and explained the material on Whatsapp group.

Step 3

In the end, the researcher gave some question about recount text to the experimental students.

3. Post-test

After giving the pre-test and treatment, then the researcherdid the post-test. Post-test was done to measure student improvement as well as student improvement in writing recount text and this was done after the researcher gives the treatment. the scores on the post-test could be compared with the pre-test.

E. Method of the Data Collection

In collecting data, the researcher measured the students' writing ability through the tests given about recount text. Students were given two tests, namely a pre-test at the beginning of data collection and a post-test at the end. The steps for systematic data collection were as follows:

1. Pre-test

The pre-test is carried out for the two sample groups in the study, namely the experimental group and the control group. In the pre-test, students are asked to made a recount text about lockdown situation.

2. Post-test

The post-test is also performed on both experimental and control groups. The difference that occurs in the post-test is; This

test is given after the experimental class received treatment. In this post-test students are asked to made a recount text about first day back to school after lockdown.

F. Techniques of Data Analysis

1. The researcher corrected students' writing based on their writing scores guidance by Huges (2003)

Table 3.2

Grading Scale

Item Analysis	Score	Score Criteria
Content	30-27	Excellent to Very Good: knowledgeable substantive, thorough development of thesis, relevant to an assigned topic.
	26-22	Excellent to Good: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lack detail.
	21-17	Fair to Poor: Limited knowledge of subject little substance,

		inadequate development of a topic.
	16-13	Excellent to Very Poor: Does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	Excellent to Very Good: fluent expression, ideas clearly stated, succinct, well organized, logical sequencing cohesive.
	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out limited support, logical but incomplete sequencing
	13-10	Fair to Poor: not-fluent, ideas confused/disconnected, lacks logical sequencing and development.
	9-7	Very Poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good: sophisticated range, effective

		word/ idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not, obscured.
	13-10	Fair to Poor: limited range - frequent errors of word/ idiom form, choice, usage but meaning confused or obscured.
	9-7	Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	25-22	Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
	21-18	Good to Average: effective but simple construction, minor problems, in complex construction, several errors of

		agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	Fair to Poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-on deletions, meaning confused or obscured.
	10-5	Very Poor: virtually no mastery of sentence-construction rules, dominated by errors do not communicate, or not enough to evaluate.
Mechanics	5	Excellent to Very Good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average: occasional

		errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor: frequent errors of spelling, punctuation,capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

2. The writer gave a score for each writing element, in the form of content, organization, grammar, vocabulary, and mechanics both pre-test and post-test.

   According to Brown et al. (2019), there were five elements of the analytic scale for the ranking composition task. After the scores of student work were formed based on the five elements,the writer used the following rating scale proposed by Brown et al 2019

Table 3.3

Classification of the Students Score

No	Classification	Score
1.	Excellent	85-100
2.	Good	70-84
3.	Fair	55-69
4.	Poor	40-54
5.	Very poor	0-39

3. To find out the mean score of pre-test in each group, the researcher applied the following formula :

a.   Experimental Group

$$\overline{X}_2 = \frac{\sum X_2}{N_2}$$

b.   Control Group

$$\overline{X}_1 = \frac{\sum X_1}{N_1}$$

Where :

$\overline{X}_2$: Mean for experimental group

$\overline{X}_1$: Mean for the control group

$\sum$: Symbol of summation

N_2 : Number of scores in the experimental group

N_1 : Number of scores in the control group

<div align="right">(Urdan, 2010)</div>

4. To find out the mean score of post-test in each group, the researcher applied the following formula :

   a.   Experimental Group

   $$\overline{X}_2 = \frac{\Sigma X_2}{N_2}$$

   b.   Control Group

   $$\overline{X}_1 = \frac{\Sigma X_1}{N_1}$$

   Where :

   $\overline{X}_2$: Mean for experimental group

   $\overline{X}_1$: Mean for the control group

   Σ : Symbol of summation

   N_2 : Number of scores in the experimental group

   N_1 : Number of scores in the control group

<div align="right">(Urdan, 2010)</div>

5. After the mean results of the pre-test and post-test of each group, the researcher calculated the standart deviation of each group using the following formula according to Urdan (2010):

   a.   Experimental Group

   $$\sigma_{S_2} = \frac{\sqrt{\Sigma(X_2 - X_2)^2}}{n_2 - 1}$$

b.   Control Group

$$\sigma_{S_1} = \frac{\sqrt{\sum(X_1 - X_1)^2}}{n_1 - 1}$$

Where:

σ_{S_2} : Standart devitation for the experimental group

σ_{S_1} : Standart devitation for the control group

$\sum$: Symbol of summation

n_2 : Number of scores in the experimental group

n_1 : Number of scores in the control group

6. To find out significant differences between pre-test and post-test by calculating the value of the test using Wilcoxon statistic the formula is as follows:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N\,(N-1)}}}$$

Where:

$\overline{D}$ = The mean of score

$\sum D$ = The sum of the difference

N   = The total number of samples

T   = Test of significance

1   = Consonant

$\sum D^2$ = The square of the sum of the total score of different

<div align="right">(Gay, 1981)</div>

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results of the research and discussion that has been carried out. The research findings are closed with the results of the data collected through tests and questionnaires. In the discussion section, the author describes the interpretation of these findings.

A. Research Findings

In this chapter, the results obtained during research conducted in class XI SMA N 14 Semarang is presented in 2022/2023 academic year using the Whatsapp group as an online learning tool. There are 2 classes that are sampled in this study, namely group XI IPS I as an experimental group that uses Whatsapp group to teach writing recount text and group XI IPS 2 as a control class that does not use Whatsapp group but uses conventional learning.

Descriptive statistical analysis was carried out by calculating the overall average score of students with and without using conventional learning in English learning in the control group and using Whatsapp group in the experimental group.

1. The writing recount text of the students exposed to conventional learning

The student's ability in writing recount text taught with conventional learning was presented by their score pre-test and post-test. The student's score of pre-tests and post-tests in the control class was presented in the chart as follows:

Table 4.1

Description of Pre-Test and Post-Test Data for Control Class

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
PRE-TEST CONTROL CLASS	36	77.0278	1.74824	72.00	82.00
POST-TEST CONTROL CLASS	36	78.1111	2.37580	72.00	85.00

Based on the data from observations made on 36 students, it shows that the average value of the student's pre-test is 77.02 with a standard deviation of 1.74, while the average value of the post-test of students is 78.11 with a standard deviation of 2.37. This shows that the average value of writing skills in English after using traditional assessment in English learning is higher than the average ability to write in English before using conventional learning in

teaching recount text. Then, the student's score of pre-test and post-test in the control class calculated by the researcher on T-test.

Table 4.2

Uji T-Test (Wilcoxon Signed Ranks Test)

Ranks		N	Mean Rank	Sum of Ranks
POST-TEST CONTROL CLASS PRE-TEST CONTROL CLASS	Negative Ranks	7[a]	13.36	93.50
	Positive Ranks	22[b]	15.52	341.50
	Ties	7[c]		
	Total	36		
a. POST TEST CONTROL CLASS < PRE-TEST CONTROL CLASS				
b. POST TEST CONTROL CLASS > PRE-TEST CONTROL CLASS				
c. POST TEST CONTROL CLASS = PRE-TEST CONTROL CLASS				

2. The writing recount text of the students exposed to Whatsapp group learning

The student's ability in writing recount text taught with Whatsapp group was presented by their score pre-test and post-test. The student's score of pre-tests and post-tests in the experimental class was presented   in the chart as follows:

Table 4.3

Description of Pre-Test and Post-Test Data for Experimental Class

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
PRE-TEST EXPERIMENTAL CLASS	35	77.4571	3.00336	70.00	82.00
POST-TEST EXPERIMENTAL CLASS	35	82.2000	2.19357	80.00	92.00

The test results above show the average pretest score is 77.45 and 82.20 for the posttest average score. This shows an increase in the value where the post-test value is higher than the pre-test value. So it can be concluded that there is an effect of learning method X on learning outcomes.

Then, the student's score of pre-test and post-test in the control class calculated by the researcher on T-test.

Table 4.4

Uji T-Test (Wilcoxon Signed Ranks Test)

Ranks				
		N	Mean Rank	Sum of Ranks
POST-TEST EXPERIMENTAL CLASS	Negative Ranks	0[a]	.00	.00
PRE-TEST EXPERIMENTAL CLASS	Positive Ranks	31[b]	16.00	496.00
	Ties	4[c]		
	Total	35		
a. POST-TEST EXPERIMENTAL CLASS < PRE-TEST EXPERIMENTAL CLASS				

b. POST-TEST EXPERIMENTAL CLASS > PRE-TEST EXPERIMENTAL CLASS	
c. POST-TEST EXPERIMENTAL CLASS = PRE-TEST EXPERIMENTAL CLASS	

3. A significant difference in the writing recount text of the students between those who are exposed to convensional learning and those exposed to Whatsapp group in writing recount text

The folowing table is the result of the data description of the improvement in the control and experimental classes based Wilcoxon test.

Table 4.5

Description Improvement for Control Class and Experiment Class

Test Statistics[a]	
	POST TEST CONTROL CLASS - PRE-TEST CONTROL CLASS
Z	-2.707[b]
Asymp. Sig. (2-tailed)	.007
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

The Wilcoxon test output table is known to have a significance value of $0.007 < 0.050$, so as the basis for decision making in the Wilcoxon t test, it can be said that Ho is rejected. Thus, it can be interpreted that there is a significant difference

between the average pre-test value variable and the post-test value variable.

Test Statistics[a]	
	POST-TEST EXPERIMENTAL CLASS - PRE-TEST EXPERIMENTAL CLASS
Z	-4.873[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	

On the Wilcoxon test output table, it is known that the significance value is $0.000 < 0.050$, so as the basis for decision making in the Wilcoxon t test, it can be concluded that Ho is rejected, Ha is accepted. Thus, it can be interpreted that there is a significant difference between the average pre-test value variable and the post-test value variable. So it can be concluded that there is an effect of learning method X on learning outcomes.

B. Discussion

In this section, the researcher describes the results of the research findings above as follows:

1. To find out the achievement of students' writing skills in recount text before using Whatsapp group

   Using whatsapp group to teach students' ability in writing recount texts before using Whatsapp group was quite low. This

result was obtained by the researcher based on the students' pre-test scores. The lowest score is 70 the highest score is 82, the average is 77.4571, the standard deviation is 3.00336.

2. To find out the achievement of students' writing skills in recount text after using Whatsapp group

Using whatsapp group to teach students' ability in writing recount texts before using Whatsapp group was good compared to before. This can be seen from the students' post-tests scores on the data obtained by the researcherIn the post-test given by the researcher to the students, The lowest score of student was 80, the highest score of Students was 92,the average value was 82.2000, and The Standard Deviation is 2.19357. From the results obtained by students after using the Whatsapp group, it shows that students can write recount texts better.

3. The significant difference of the student's skill in writing

Recount text before and after being taught using Whatsapp group Using whatsapp group to teach students' ability in writing recount texts showed a significant improvement. These results indicate that the use of these techniques can improve students' ability in writing recount texts based on the data obtained by the researcher. The use of Whatsapp group media in learning can

make it easier for students to Organize ideas, develop ideas, and

help to start writing.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher presents the suggestions and conclusions about the research.

A. Conclusion

Based on the result of writing test, there are three conclusion as follow:

1. The ability of group XI IPS 2 at SMA N 14 Semarang without using the Whatsapp group as a media for learning to write recount texts is quite low. This can be seen in the student's average value of pre-test score was 77.4571.

2. The ability of group XI IPS 1 at SMA N 14 Semarang in writing recount texts with using the Whatsapp group as a learning media increased and students were more proficient in writing. This can be seen from the average score of the students' post-test, which is 82.2000.

3. There is a significant difference in students' writing skills with and without using the whatsapp group as a learning media. This can beseen in the results of the T-test whichs hows The sig(2-tailed) between before and after is 0.000<0.050. So, it can be concluded that there is a difference in student results between

with and without using Whatsapp group. The use of the Whatsapp group as a learning medium helps students to understand, develop ideas, and make examples of recount texts easier. This can be proven in the acquisition of the average score of students during the pre-test is 77.4571 while the average value obtained by students during the post-test or after being given Treatment is 82.2000.In addition, the results of the T-tests how the sig (2- tailed) between before and after is 0.000<0.050. So, it can be concluded that the raise significant increase in students based on the Scores obtained before and after being given treatment using the Whatsapp group media.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestions, which are essential for the lectures, students, writer and other researchers

1. For the teacher

The media used by a teacher in the teaching process is beneficial for students' ability to understand the material presented. English teachers need to provide learning media that is fun and easy to reach so that students can be interested in learning. An English teacher must also have alot of experiencee and find new learning media to make it easier for students to develop their

ideas. The teacher combines students who have high and low scores to help each other in writing texts.

2. For the students

Students should understand the material being taught and the media used. In addition, students should also be confident in the ideas that will be written and have high motivation in learning English, especially to improve the ability to write recount text.

3. For the writer

The author should understand the results of his writing so that the writing can be held account able for its truth. In addition, a writer must also have a great curiosity in developing material so as to get maximum results

4. For the other researchers

The researchers suggest that other researchers get new information and can experiment with that information. Researchers hope and suggest that after reading this research, other researchers can use Whatsapp Group as learning media. The researcher suggest that this research will be useful for other researchers, especially for research to improve student's ability in writing recount text

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APPENDICIES

Appendix 1: Kartu Bimbingan Dosen Pembimbing 1

KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : DINAR AJI KURNIAWAN
NPM : 17420125
FAK/ PRODI : FPBS/ PENDIDIKAN BAHASA INGGRIS
DOSEN PEMBIMBING 1 : Dra. Maria Y.W.L., M.Pd.
DOSEN PEMBIMBING 2 : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING 2
1.	3 Januari 2022	Pengajuan Judul dan Revisi Judul	
2.	17 Maret 2022	Proposal	
3.	20 Maret 2022	Revisi Proposal	
4.	31 Maret 2022	Revisi Proposal	
5.	7 April 2022	Revisi Proposal	
6.	11 Mei 2022	Revisi Proposal	
7.	17 Mei 2022	Instrument dan Acc Proposal	
8.	4 Agust 2022	Chapter I - III	
9.	8 Agust 2022	Revisi Chapter I - III	
10.	10 Agust 2022	Chapter IV - V	

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING 2
11.	14 Agust 2022	Revisi Chapter IV-V	
12.	16 Agust 2022	Kelengkapan Artikel ACC Ujian	
13.			

Appendix 2: Kartu Bimbingan Dosen Pembimbing 2

KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : DINAR AJI KURNIAWAN
NPM : 17420125
FAK/ PRODI : FPBS/ PENDIDIKAN BAHASA INGGRIS
DOSEN PEMBIMBING 1 : Dra. Maria Y.W.L., M.Pd.
DOSEN PEMBIMBING 2 : Siti Musarokah, S.Pd., M.Hum.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING 1
1.	2 November 2021	Pengajuan Judul dan Acc Judul	
2.	9 Desember 2021	Revisi Proposal	
3.	15 Desember 2021	Revisi Proposal	
4.	23 Desember 2021	Acc Proposal	
5.	7 Maret 2022	Chapter I-III	
6.	14 Maret 2022	Revisi Chapter I-III	
7.	16 Agustus 2022	Revisi Chapter IV-V	
8.	18 Agustus 2022	Kelengkapan, Artikel Acc Ujian	
9.			
10.			

Appendix 3: Approval Proposal

USING WHATSAPP GROUP TO TEACH STUDENTS' WRITING RECOUNT TEXT OF
11TH GRADE OF SENIOR HIGH SCHOOL
AT SMA N 14 SEMARANG

Final Project Proposal

English Education Study

Program

Submitted by :

DINAR AJI KURNIAWAN

17420125

Has Been Aprroved By :

Advisor I   Advisor II

Dra. Maria Yosephin W.L., M.Pd   Siti Musarokah S.Pd.,M.Hum.

NPP. 196205311989032001   NPP. 107801314

Appendix 4: Surat Ijin Penelitian dari Kampus untuk Sekolahan

UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
Program Studi :
➢ Pendidikan Bahasa dan Sastra Indonesia
➢ Pendidikan Bahasa Inggris
➢ Pendidikan Bahasa dan Sastra Daerah

Alamat :
Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 44/IP/FPBS/V/2022
Lampiran : 1 (satu) berkas
Perihal : **Permohonan izin penelitian**

Semarang, 17 Mei 2022

Yth. Kepala SMA N 14 Semarang
di Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Dinar Aji Kurniawan
N P M : 17420125
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Using Whatsapp Group To Teach Students' Writing Recount Text Of 11TH Grade Of Senior High Scool

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

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Appendix 5: Surat Ijin Penelitian dari Kampus untuk Cabang Dinas Pendidikan

UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
Program Studi :
Alamat :
➢ Pendidikan Bahasa dan Sastra Indonesia
➢ Pendidikan Bahasa Inggris
➢ Pendidikan Bahasa dan Sastra Daerah

Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor   : 44/IP/FPBS/V/2022   Semarang, 17 Mei 2022
Lampiran : 1 (satu) berkas
Perihal   : **Permohonan izin penelitian**

Yth. Kepala Cabang Dinas Pendidikan Wilayah I
di Kabupaten Semarang

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a   : Dinar Aji Kurniawan
N P M   : 17420125
Fak. / Program Studi   : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Using Whatsapp Group To Teach Students' Writing Recount Text Of 11TH Grade Of Senior High Scool

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

Appendix 6: Berita Acara

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 19 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama   : Dr. Asropah, M.Pd.
   Jabatan   : Ketua

2. Nama   : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan   : Sekretaris

3. Nama   : Dra. Maria Yosephin, M.Pd
   Jabatan   : Anggota (Penguji I)

4. Nama   : Siti Musarokah, S.Pd., M.Hum.
   Jabatan   : Anggota (Penguji II)

5. Nama   : Faiza Hawa, S.Pd, M.Hum
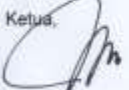   Jabatan   : Anggota (Penguji III)
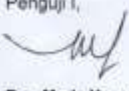
Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama	: Dinar Aji Kurniawan	Fakultas	: FPBS
N.P.M	: 17420125	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :
USING WHATSAPP TO TEACH STUDENTS' WRITING RECOUNT TEXT OF 11TH GRADE OF SENIOR HIGH SCHOOL AT SMA N 14 SEMARANG

Nilai   :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,   Sekretaris,

Dr. Asropah, M.Pd.   Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,   Penguji II,   Penguji III,

Dra. Maria Yosephin, M.Pd   Siti Musarokah, S.Pd., M.Hum.   Faiza Hawa, S.Pd, M.Hum

Mengetahui,
Dekan,

Dr. Asropah, M.Pd.
NPP/NIP 936601104

Appendix 7: Surat Telaah Melakukan Penelitian

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 14 SEMARANG
KOTA SEMARANG
Jalan Kokrosono Semarang, Kelurahan Panggung Lor, Kecamatan Semarang Utara,
Kode Pos 0177 ☎ (024) 3513404, Fax. (024) 3564343
Email : sman14smg_padblass@yahoo.com Web : http://sman14-smg.sch.id

SURAT KETERANGAN
Nomor : 070/0657/VII/2022

Yang bertanda tangan di bawah ini :

Nama	:	Noor Taufiq Saleh, S.Pd., M.Pd.
NIP	:	19691223 200212 1 003
Pangkat/Gol	:	Pembina Tingkat I, IV/b
Jabatan	:	Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama	:	Dinar Aji Kurniawan
NIM	:	17420125
Program Studi	:	S1 – Pendidikan Bahasa Inggris
Perguruan Tinggi	:	Universitas PGRI Semarang
Kegiatan	:	Penelitian dengan Guru Bahasa Inggris SMA Negeri 14 Semarang

Telah melakukan Penelitian di SMAN 14 Semarang pada 15 Juli s.d. 22 Juli 2022, dengan Judul Penelitian *"Using Whatsapp Group To Teach Students' Writing Recount Text Of 11th Grade Of Senior High School At SMAN 14 Semarang"*. Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 25 Juli 2022
Kepala Sekolah

Noor Taufiq Saleh, S.Pd., M.Pd.
NIP. 19691223 200212 1 003

Appendix 8: Daftar Nama Sample Penelitian

NO.	NAMA
1.	Abriel Zandy Raditya
2.	Adinda Naiara Edenia Syfa A
3.	ALAYYA ATHA KHAIRANI
4.	ALIA SALSABILA
5.	AMANDA ANTIKA GUMINTANG A
6.	AMANDA LUTFIA
7.	ANGGUN LESTA NATALIA
8.	ANISSA WAHYU EKA RAHMADHAN
9.	ARYA KUSUMA DEWA
10.	AZRINAZ SEKARINGTYAS
11.	AZZA SHOQIFATUL WAKHIDAH
12.	CANDRA
13.	DEA RAHMAWATI
14.	DENI KUSWOYO
15.	DINDA SALSA NABILA
16.	DONI ACHMAD RIFAI
17.	HITA AYU AMITYA
18.	JENIFER MAHARANI EVARIA
19.	JESSICA FANGESTIKA SA'AT
20.	MOCHAMMAD RIZKI FAUZI
21.	MUHAMMAD CAESAR ALDYANTARA
22.	MUHAMMAD RHEKHAN SAPUTRA
23.	NABEEL ABYAZ RASHID
24.	NANIA NURSYA ANGELICA
25.	NURUL AL HANAFIAH
26.	PUTRA FARIQ ALBANI
27.	QHAIRINA STIYANI PUTRI
28.	RATIH AYU DHIASMITA
29.	RIDHO GARY MOYO LEGOWO
30.	SALSABILA AULIA RAHMADHAYA
31.	SELVI AYU NURANI
32.	TEGAR ARNA RAMADIKA
33.	TSANIA DHEA NAJWA
34.	WIDYA KARTIKA PUTRI
35.	WULAN RAHMADHANI
36.	ZASKYA HALIMATUS SHOFA

NO.	NAMA
1.	ALVIO OKI PRIAMITRA
2.	AMELIA KARUNIA SARI
3.	ANDI DWI YULIANTO
4.	APRILIANA ENGGAR PRAMUD'
5.	BILQIS MIRANTI PURNOMO
6.	CHANZA PUTRI MULYANA
7.	CORNALIA AGATA
8.	CYNDY OKTAVIONA PUTRI
9.	DENISHA ADRISTI KAYANA
10.	DEWI WARNO SARI
11.	DIAS ARGA DWI SAPUTRA
12.	DIVA DWI HANDAYANI
13.	FACHRUL ADITYA PRATAMA
14.	FADHILA SILVIA RESWARA
15.	FARHULIM AKBAR
16.	FARREL ALDO ALFINO
17.	FAUZI RISKI ARSALAN
18.	GRACIA IKA SABRINA PUTRI
19.	JULIA PUTRI TRISNAWATI
20.	KHARISMA YOGI NOVIANA
21.	KHUDZAIFAH MAULIDDIAN
22.	KRESNA PUTRA PAMUNGKAS
23.	KRISNA ARYA MUKTI
24.	KURNIA LATHIFA
25.	NABILA AZLIA AUDREY
26.	NADIYA
27.	NAELA KAYSA ANJANI RAHMA
28.	NAELLA PUTRI MAGDALENA
29.	NASWA DEVINA PUTRISIA
30.	NIYA FEBRIYANA
31.	RAFI IBAD EL RAHMAN
32.	SAFINA MAHARANI
33.	SATRIA PUTRA PRADANA
34.	VIOLA CITRA DEWI
35.	ZEVA FIRDAUS ABABIL
	Nilai Rata-Rata

Appendix 9: Instrumen of Pre-Test

INSTRUMENT OF PRE-TEST

Name   :

Class   :

Number of Student :

Question :

Please make a recount text based on your personal story during the lockdown situation!

Answer :

Appendix 10: Instrument of Post Test

INSTRUMENT OF POST-TEST

Name   :
Class   :
Number of Student :

Question :

Please make a recount text based on your personal story about first day back to school!

Answer :

Appendix11:Student's Worksheet

INSTRUMENT OF POST-TEST

Name : Alayya Atha Khatrani
Class : XI IPS 2
Number of Student : 3.

78

Question :

Please make a recount text based on your personal story about first day back to school!

Answer :

The first time I went back to offline school I was impatient and excited, excited to the point of making me nervous, and can't wait to get back up early, have breakfast, the hassle of going to school and so on.

But going back to offline school feels very different from offline school before the covid pandemic. Starting from school using masks, sitting alone, there are no classmates, the canteen has not been opened and so on.

When offline school was not 100%, it was still 50%. but when school started 100% it felt very crowded, and very tired because I came home at 15.30, even though school before the pandemic came home at 15.30 but this time I was tired maybe because I haven't been in school for a long time and often lie down.

INSTRUMENT OF POST-TEST

Name   : Chanza Putri Mulyana
Class   : XI IPS1
Number of Student : 6

82

Question :

Please make a recount text based on your personal story about first day back to school!

Answer :

After being online at home for two years, the government decided to allow students to study at Cchool. With the condition that you must comply with health protocols. With his notification the school was opened for the first time.

The First day of school I felt happy because I was the first time a student of SMAH 14 Semarang. At the same time, you can meet and adapt with friends even though it is divided per cession. After waiting for a long time, the school finally decided to go for 100% face-to-face learning so all student could leave without any cessions. However with the corona has not been 100% gone.

School activities began, from learning, extracurricular, and PAT. After that I went up to grade 11. From there the school decided to study for a full day. And come home at 15.30. But I don't think it's a barrier because for communication, students asl the teacher. If the students find it difficult

INSTRUMENT OF PRE-TEST

Name   : Dons Achmad R.
Class   : XI IPS 2
Number of Student : 16

Question :

Please make a recount text based on your personal story during the lockdown situation!

Answer : What I fell during lockdown is sad because I can't go
far and can't interact with everyone.

When studying at school I sometimes don't understand
what the teacher is explaining.

And I during the lockdown I still do my daily
activites by exercising to keep my body healthy,
there fore behind my daily life, and is some times
like to find other activites, and that's my
daily like or busyness when the Covid 19 Pademic.

INSTRUMENT OF PRE-TEST

Name   : Andi Duwi Yulianto
Class   : XI IPS 1
Number of Student : 03

Question :

Please make a recount text based on your personal story during the lockdown situation!

Answer: Today school is closed due to corona, the first time off
I was very happy. I was at home playing games, watching tv
, having fun at home, once at home I go out to play with my
Friends, me and my Friends play ball, play volleyball, play
badminton and others,

I am very happy when I play with my friends, after that I
took a shower After taking a shower IS watched tv with my
9 year old sister, after I watched tv I went to my room and
Played a game, the game was so xciting that I wanted to forge
t hat now it was past 15. So I rushed to take Ablution
water and asr prayer, after arsr prayer my mother
told me to play with my sister, it was getting dark me
, my sister and mother went into the house,

the call to prayer began to echo, I went to get a sarong
In my room and went to the mosque until there I told my
Friends on the left side of the ablution place, the Imam of
the ablution place, the Imam of the moque began to enter
the mosque, me and my friends went to take ablution
and put on gloves After wearing gloves me and my
Friends entered the mosque and prayed in congregation
after praying I went home, when I got home I put the
sarong into my room after that I want to watch tv,
already it's almost 00.00 I've Already gone to my
room and clep

Appendix 12: Rekapan Nilai

NILAI PRE-TEST & POST-TEST XI IPS 1 EXPERIMENTAL CLASS

NO.	NAMA	NILAI	
		PRE-TEST	POST-TEST
1.	ALVIO OKI PRIAMITRA	77	81
2.	AMELIA KARUNIA SARI	77	82
3.	ANDI DWI YULIANTO	80	80
4.	APRILIANA ENGGAR PRAMUDYA S	76	82
5.	BILQIS MIRANTI PURNOMO	77	81
6.	CHANZA PUTRI MULYANA	79	82
7.	CORNALIA AGATA	78	82
8.	CYNDY OKTAVIONA PUTRI	72	80
9.	DENISHA ADRISTI KAYANA	78	84
10.	DEWI WARNO SARI	82	85
11.	DIAS ARGA DWI SAPUTRA	78	82
12.	DIVA DWI HANDAYANI	78	82
13.	FACHRUL ADITYA PRATAMA	75	82
14.	FADHILA SILVIA RESWARA	79	80
15.	FARHULIM AKBAR	77	83
16.	FARREL ALDO ALFINO	75	80
17.	FAUZI RISKI ARSALAN	78	82
18.	GRACIA IKA SABRINA PUTRI	75	82
19.	JULIA PUTRI TRISNAWATI	70	80
20.	KHARISMA YOGI NOVIANA	78	82
21.	KHUDZAIFAH MAULIDDIAN	77	80
22.	KRESNA PUTRA PAMUNGKAS	80	80
23.	KRISNA ARYA MUKTI	75	84
24.	KURNIA LATHIFA	80	82
25.	NABILA AZLIA AUDREY	82	92
26.	NADIYA	72	80
27.	NAELA KAYSA ANJANI RAHMADINA	80	84
28.	NAELLA PUTRI MAGDALENA	82	82
29.	NASWA DEVINA PUTRISIA	80	82
30.	NIYA FEBRIYANA	72	84
31.	RAFI IBAD EL RAHMAN	82	82
32.	SAFINA MAHARANI	80	82
33.	SATRIA PUTRA PRADANA	75	83
34.	VIOLA CITRA DEWI	78	84
35.	ZEVA FIRDAUS ABABIL	77	82
	Nilai Rata-Rata	79,17	81,85

NILAI PRE-TEST & POST-TEST XI IPS 2 CONTROL CLASS

NO.	NAMA	NILAI	
		PRE-TEST	POST-TEST
1.	Abriel Zandy Raditya	76	77
2.	Adinda Naiara Edenia Syfa A	76	76
3.	ALAYYA ATHA KHAIRANI	80	78
4.	ALIA SALSABILA	80	76
5.	AMANDA ANTIKA GUMINTANG A	76	76
6.	AMANDA LUTFIA	72	72
7.	ANGGUN LESTA NATALIA	76	77
8.	ANISSA WAHYU EKA RAHMADHAN	78	77
9.	ARYA KUSUMA DEWA	79	76
10.	AZRINAZ SEKARINGTYAS	85	80
11.	AZZA SHOQIFATUL WAKHIDAH	75	78
12.	CANDRA	77	75
13.	DEA RAHMAWATI	79	76
14.	DENI KUSWOYO	77	76
15.	DINDA SALSA NABILA	77	76
16.	DONI ACHMAD RIFAI	76	75
17.	HITA AYU AMITYA	80	75
18.	JENIFER MAHARANI EVARIA	75	77
19.	JESSICA FANGESTIKA SA'AT	80	75
20.	MOCHAMMAD RIZKI FAUZI	80	78
21.	MUHAMMAD CAESAR ALDYANTARA	78	77
22.	MUHAMMAD RHEKHAN SAPUTRA	78	80
23.	NABEEL ABYAZ RASHID	80	79
24.	NANIA NURSYA ANGELICA	80	77
25.	NURUL AL HANAFIAH	80	77
26.	PUTRA FARIQ ALBANI	78	77
27.	QHAIRINA STIYANI PUTRI	78	77
28.	RATIH AYU DHIASMITA	76	76
29.	RIDHO GARY MOYO LEGOWO	82	79
30.	SALSABILA AULIA RAHMADHAYA	80	78
31.	SELVI AYU NURANI	78	78
32.	TEGAR ARNA RAMADIKA	77	77
33.	TSANIA DHEA NAJWA	80	82
34.	WIDYA KARTIKA PUTRI	76	78
35.	WULAN RAHMADHANI	77	77
36.	ZASKYA HALIMATUS SHOFA	80	78
	Nilai Rata-Rata	**78,11**	**77,02**

Appendix 13: Documentations