

**UTILIZING WHATSAPP CHAT TO ENHANCE STUDENTS'
WRITING SKILL THROUGH DESCRIPTIVE TEXT
AT SMPN 1 SUMARORONG MAMASA**

SKRIPSI

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UNIVERSITAS

BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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2020

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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Department

UNIVERSITAS

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BY

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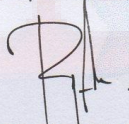
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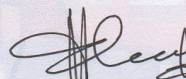
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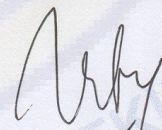
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ABSTRACT

Patresia Melda. 2020. *Utilizing Whatsapp chat to enhance students' writing skill through descriptive text at smpn 1 sumarorong mamasa (supervised by restu january hamid and muliati.)*

The purpose of the research was to know whether or not the students' writing skill can be increased in utilizing Whatsapp Chat to Enhance Students' Writing Skill Through Descriptive Text at SMPN 1 Sumarorong Mamasa.

The study focused on pre-experimental research in one group pre-test, treatment and post-test. The population of the research was be at the eight grade at SMPN 1 sumarorong consisting of 250 students especially VIII B. Purposive sampling technique was used to take one classes as the sample of the research which consist of 30 students.

The result of data analysis of t-test by SPSS v.16, the researcher concluded that Utilizing Whatsapp Chat in teaching English to Enhance Students' Writing Skill Through Descriptive Text. The results of the research showed that there was a significant improvement in the students' mean score writing skill between the pretest and posttest. The mean score of the students' writing increased (36%) from 45.83 in pre-test to 82.23 in post-test. significance value calculated 0.000 is smaller than 0.05 ($P\text{-value} = 0.000 < 0.05$). Therefore, the hypothesis of this study was accepted. It means that the utilizing Whatsapp chat gave significant effect on students writing skill of SMPN 1 Sumarorong Mamasa.

Keywords : Enhance, Whatsapp Chat, Writing Skill, Descriptive Text.

ABSTRAK

Patresia Melda. 2020. *Utilizing Whatsapp chat to enhance students' writing skill through descriptive text at smpn 1 sumarorong mamasa (supervised by restu january and muliati.)*

Tujuan dari penelitian ini adalah untuk mengetahui apakah keterampilan menulis siswa dapat ditingkatkan dalam pemanfaatan Whatsapp Chat untuk Meningkatkan Keterampilan Menulis Siswa Melalui Teks Deskriptif di SMPN 1 Sumarorong Mamasa.

Penelitian difokuskan pada penelitian pra eksperimental dalam satu kelompok pre-test, treatment dan post-test. Populasi penelitian ini adalah kelas VIII SMPN 1 Sumarorong yang berjumlah 250 siswa khususnya VIII B. Teknik purposive sampling digunakan untuk mengambil satu kelas sebagai sampel penelitian yang berjumlah 30 siswa.

Hasil analisis data uji-t dengan SPSS v.16, peneliti menyimpulkan bahwa Memanfaatkan Whatsapp Chat dalam Pembelajaran Bahasa Inggris untuk Meningkatkan Keterampilan Menulis Siswa Melalui Teks Deskriptif. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan pada kemampuan menulis skor rata-rata siswa antara pretest dan posttest. Nilai rata-rata menulis siswa meningkat dari 45,83 pada pre-test menjadi 82,23 pada post-test. nilai signifikansi yang dihitung 0,000 lebih kecil dari 0,05 ($P\text{-value} = 0,000 < 0,05$). Dengan demikian hipotesis penelitian ini diterima. Artinya pemanfaatan chat Whatsapp berpengaruh signifikan terhadap keterampilan menulis siswa SMPN 1 Sumarorong Mamasa.

Kata Kunci: Meningkatkan, Whatsapp chat, Teks Deskriptif Keterampilan menulis.

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At last, the researcher realizes that this skripsi is far from being perfect, but it is expected that this research will be useful. Therefore, the constructive criticism and suggestion are highly appreciated.

Makassar, 12 Oktober 2020

(Patresia Melda)

TABLE OF CONTENT

PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN KEASLIAN SKRIPSI	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF APPENDIX	xi
CHAPTER I. INTRODUCTION	
A. Background of the Research	1
B. Identification of Problem	4
C. Scope of the Research	5
D. Formulation of the Problem	5
E. Objective of the Research	5
F. Significance of the Problem	5
CHAPTER II. REVIEW OF LITERATURE	
A. Theoretical Review	7
1. Definition of Writing	7
2. Writing process	9
3. Types of Writing	11
4. Writing component	11
5. Characteristic of a Good Writing.....	14
6. Whatsapp Application	15
7. Descriptive Text	23
B. Previous Related Research Finding	23
C. Conceptual Framework	26
D. Hypothesis	27

CHAPTER III. RESEARCH METHODOLOGY

A. Research Design	28
B. Time and Location of the Research	28
C. Population and Sample of the Research	29
D. Research Variable and Operational Definition	29
E. Instrument of the research.....	30
F. Procedure of Collecting Data	31
G. Technique of Analysis Data	32

CHAPTER IV: FINDING AND DISCUSSION

A. Finding.....	35
B. Discussion.....	43

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	46
B. Suggestion	46

BIBLIOGRAPHY	48
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APPENDICES	50
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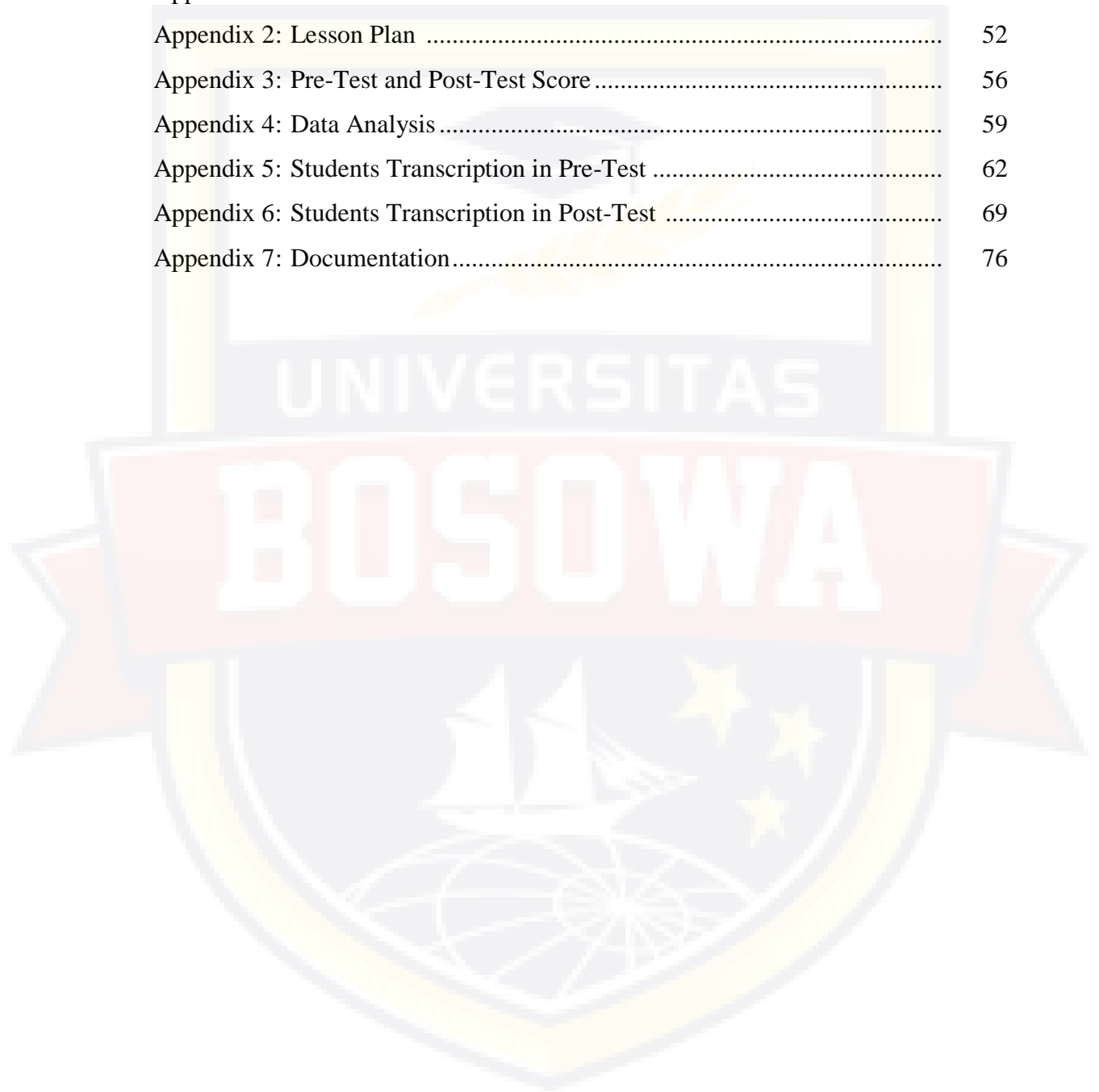
BIOGRAPHY	80
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LIST OF TABLES

Table 2.1	The Writing Assignment Rubric Brown (2011:106)	13
Table 3.1	Component Of Writing	32
Table 3.2	Scoring Classification of Writing Competence	33
Table 4.1	Scores of Pre-test	35
Table 4.2	Score of Post-test	37
Table 4.3	The Mean Score and Standar Deviation of Students' Pretest	38
Table 4.4	Rate Frequency (F)and Percentage (P) of the Students Score in Pre-test and Post-test in Content.	39
Table 4.5.	Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Organization.....	39
Table 4.6.	Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in mechanics.....	40
Table 4.7.	Rate Percentage (P) and Frequency of the students Score in Pre-test and Post-test in Language Use/Grammar.	40
Table 4.8.	Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Vocabulary	41
Table 4.9	The Result t-test	42

LIST OF APPENDICES

Appendix 1: Instrument of the Research	51
Appendix 2: Lesson Plan	52
Appendix 3: Pre-Test and Post-Test Score	56
Appendix 4: Data Analysis	59
Appendix 5: Students Transcription in Pre-Test	62
Appendix 6: Students Transcription in Post-Test	69
Appendix 7: Documentation.....	76



CHAPTER I INTRODUCTION

This chapter presents background, identification of problem, scope of the research, formulation of the problem, objective of the research, and significant of the research.

A. Background

English is one of international languages used by many people in the world, language is used communication in society. For Indonesian people, English as a first foreign language which is taught to the students from elementary school until university. By using English, a student can know the other countries.

In junior high school and senior high school, English is one of foreign languages which is demanded to pass of national examination. English has been taught in elementary school till senior high school as the first foreign language for many years. However we never be proud of the result. Most of the students are not able to carry on a simple conversation about their daily activities or write a simple essay in English.

Writing is one of the skills that has to be mastered by the students. Realizing that writing is very important for English learners, it is essential for English teachers to encourage students to write. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to entertain and make fun. There are various ways to use writing in our everyday life.

Richard (2015) in Dwi Sulisworo (2018), divides writing activity into three steps; pre-writing activity, writing activity, and post writing activity. Writing skill helps the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they were be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it.

Writing skill in determining the students' academic achievement has been stated by the government in the statements of passing competence standard (*SKL*) of writing skill for the junior high school students (*BSNP*, 2015). It is stated in competence standard that the junior high school students are required to express the meaning of written simple interpersonal and transactional text, formally or informally, in form of recount, narrative, procedure, and report in daily life context. According by Sulasti (2003) and KD Pratiwi (2016) The problems that they mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure. So the researcher was chose whatsapp as a learning medium to support students' writing skills for their learning needs

Bouhnik and Deshen (2014) defines WhatsApp as a smartphone application used for instant messaging. Recently, the application has become extremely popular. WhatsApp communication improves the interaction between the teachers and the high school students. In a study investigating the effect of WhatsApp group in improving the interaction among high school learners, Bouhnik and Deshen (2014) asserted that the WhatsApp group the learners used improved interaction; promoted the social atmosphere; fostered

dialog, increased sharing among learners and created an enjoyable atmosphere and a profound collaboration with peers.

This research focuses on the use of WhatsApp social media, because WhatsApp is the most popular social media by the public. WhatsApp is a social media application designed to facilitate users in communicating through various available features. Some features available in the WhatsApp application include Chat Group, WhatsApp on the Web and Desktop, WhatsApp Voice and Video Calls, Sending Photos and Videos, Voice Messages, and Documents. WhatsApp social media through various features provided can be used for more useful activities, for example for education. WhatsApp can be utilized to facilitate students in sending assignments and learning media in the form of power points or documents so that the dissemination of learning information becomes more maximal.

Based on the explanation above, researcher feel the need to utilize whatsapp as a learning medium to support students' writing skills for their learning needs. Writing can involve several elements such as grammatical functions, content, vocabulary, capitalization, punctuation, and spelling. Researchers hope that by using WhatsApp, it can improve students' ability to write English. With all the features available on WhatsApp, it becomes more interesting to share ideas in written form. According to (noer intan br gusinga 2018) chat on WhatsApp is very important because is one of the sources of information and short communication. They was find the information, news, and can communication to their community and society. From that they can develop their skill in English writing. As English

Department students of Tarbiyah Faculty they should use chat on WhatsApp to add their knowledge in English.

Nedal (2014) in Hamad. M (2017) “The Impact of WhatsApp Group’s Utilization on EFL Students’ Vocabulary Writing Amelioration”, the findings imply a significant difference between the overall writing scores of the pretest and posttest of the participants who used journaling. Additionally, test of individual item scores shows that there are statistically significant developments in vocabulary choice and voice as two pivotal writing characteristics. In my mind, Utilize of WhatsApp chat with educators gives students more opportunity to type in English which pays some consideration to add to students’ vocabulary, spelling, and language structure. They can also improve.

B. Identification of problem

In Indonesian English as a foreign language, students have problems in their four English skills, especially in writing skills. The problem faced by students is the lack of student writing competence. Low student vocabulary so that ideas are lacking in writing It is supported by Sulasti (2003) and KD Pratiwi (2016) The problems that they mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure.

Another problem occurs because there is no variation in the teaching of English used by teachers in the classroom whereas according to Pupuh and Sobry (2014: 91) defines ‘variation’ as diversity which makes things not

monotonous. Teachers only use methods throughout the day. That makes the learning process monotonous, because classes are dominated by teachers and students do not have the opportunity to develop their communicative competence. Therefore, students look boring and lazy, so the writer uses the whatsapp application as a medium for writing via messages on whatsapp.

C. The scope of the research

The research was focuses on nine grade students of SMPN 1 sumarorong at the second semester2020/2021 academic year and the problem of the research was focus on the utilizing whatsapp to enhance writing skill.

D. Research Question

1. Can the use of whatsapp chat improve students' writing skill at SMPN 1 sumarorong?
2. How to enhance writing students' writing skill through whatsapp at SMPN 1 sumarorong?

E. Objective of the research

1. To observe the utilizing of whatsapp chat to enhance students' writing
2. To examine WhatsApp chat in enhancing students' writing skills in English.

F. Significant of the Research

The benefit of the study can be stated as follows:

1. For Students

WhatsApp chat are able to memorize and understand the lesson on particular writing skill.

2. For Teacher

Teachers are able to use Whatsapp chat as a reference in teaching writing skill.

3. For the Researcher

The researcher was to improve her skill in writing skill trough Whatsapp chat.

4. For the Readers

The research was expected Whatsapp chat after more information and contribute knowledge for the readers.

5. For the School

It can be alternative method to improve the teaching and learning process.

CHAPTER II REVIEW OF LITERATURE

This chapter presents about; theoretical review, previous related research finding and conceptual framework.

A. Theoretical Review

1. Definition of writing

Writing is one of productive skills, which contains a symbol (orthographic) and include a complex process. Making good writing, we must use utilize grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. One of them is stated by Celce and Murcia, “Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. This it can be stated that writing is one of the language skills which need a physical and mental process of students to express their ideas, feelings, experience, message and opinion through words by words.

Writing skill in determining the students’ academic achievement has been stated by the government in the statements of passing competence standard (*SKL*) of writing skill for the junior high school students (*BSNP*, 2015). It is stated in competence standard that the junior high school students are required to express the meaning of written simple interpersonal and transactional text, formally or informally, in form of recount, narrative, procedure, and report in daily life context. Thus, it

means that writing English skill is very essential for the junior high school students to be mastered.

Teaching Writing is “a process of producing thoughts through several metacognitive processes” (Alharahsheh, 2015: 32, in Dedi Jasrial (2016). To make the writing to be qualified, students need to read a lot to enrich the information and idea related to the topic of the writing. It is because writing and reading activities go hand-in-hand in such a way that completes each other (Ahor & Zarei, in JasrialDedi2016). So, teachers can do vary activity in teaching writing in the school by using WhatsApp;

According to the Oxport Dictionary, writing is produce something in written form so that people can read, perform or use it. The message can take the form of an idea, information, willingness, desire, or feeling. This is in line with the opinion of Poteet, that writing is a visual depiction of thoughts, feelings or ideas, using the symbols of the language system for communication or recording purpose.

Akhdiah stated that writing activity of delivering messages using language as the medium. The message is the content or content contained in the writing. Writing is a communication between humans that uses symbols or symbols of language that have been agreed upon. In written communication there are four elements in it, including:

- 1) The writer as the sender of the message,
- 2) The message or content of the writing,
- 3) The channel or medium,

4) The reader as the recipient of the message.

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- b. the message or content of the writing,
- c. the channel or medium,
- d. the reader as the recipient of the message

The variety of writing objectives put forward by experts is basically to invite readers to agree on the content of the writer's writings. This is closely related to the way the writer presents an idea into writing that is able to attract readers. Therefore the level of writing ability really must be mastered by an author to produce good writing or writing.

2. Writing process

The following are some writing processes that need to be considered:

a. Pre-writing

Pre-writing is the first step to writing by writing any ideas on a piece of paper, although there are still many mistakes. Douglas explained that pre-writing is a way to start a writing consisting of an idea and how to set it up.

b. Setting ideas

After writing a number of ideas on a piece of paper, the next is how to organize these ideas so that they become an interconnected essay. As Oshima and Hogue emphasize to sort ideas first before composing writing where these ideas become a reference in making good and true essays. This is very much needed especially for writers.

c. Draft Writing

Meyers suggested several steps in making a draft as follows:

- 1) Initiate the idea first,
- 2) Write quickly by hand or by using a computer,
- 3) Use only one side of the paper,
- 4) Type using a distance of 2 spaces to make changes if needed,
- 5) Save the written results every 5 or 10 minutes into the computer.

d. Improved draft

Draft improvement is a very important step, especially for those who write in a foreign language. Some barriers felt by students when writing 10lassif caused by several factors are:

- 1) Internal factors are obstacles that arise from within the student itself for example the students do not have sufficient vocabulary, the students cannot read in mother tongue.
- 2) External factors are obstacles that arise from outside the students, namely from the teacher itself such as: The teacher does not provide process writing for students, so there are no stages that can help students in making their writing.

3. Types of writing

Brown (2004: 200), in syukur (2013) describe four categories of writing skill such as:

a. Imitative writing

This category includes the ability to spell correctly. The students have to attain skill in the fundamental, basic to task of writing letter, word, and punctuation.

b. Intensive (controlled) writing

The categories, the students were focus have to attain skills in producing appropriate vocabulary within a context, collocation and idioms.

c. Responsive Writing

The student to perform a limited discourse level, creating logically connected sequence of two or three paragraphs.

d. Extensive writing

This category usually for the processes and strategies of writing for all purposes such as essay, a term paper, a thesis.

4. Writing components

There are several main components of writing according by (Wello and Nur 1999:75) in syukur (2013) they are : content, organization, grammar, vocabulary and mechanics.

a. Content

The content of writing is about the ability to think creatively and develop thoughts all irrelevant information.

b. Organization

Organization is the ability of writer to write in appropriate manner for a particular purpose with a particular audience in mind, also to select, organize and order relevant information. The organization in writing is the ability to develop ideas and topic which relevant in a united form.

c. Grammar

Grammar is the ability to write correct and proper sentences with due attention preposition, tenses such as using verbs, nouns, adjective, conjunction and article.

d. Vocabulary

In writing vocabulary very important because need vocabulary mastery well to express or write their idea the effectives using of word or vocabulary in writing must be relevant with topic to let the readers perceive and feel it.

e. Mechanics

Syukur (2013) writing mechanic skill are the ability of writer to use correctly those whatsapp chat to written language.

Table 2.1

The Writing Assignment adapted from Rubric Brown (2011:106)

Components of Writing	Scores	Indicators
Content I	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but not quite easy to understand
	1	Quite relevant to the topic but is not Quite easy to understand
Organization (O)	4	Most of the sentences are related to main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Mechanic(M)	4	A few errors of spelling, capitalization and punctuation
	3	Occasional errors of spelling, capitalization and punctuation
	2	Frequent errors of spelling, capitalization and punctuation
	1	Dominated by errors of spelling, capitalization and punctuation
Grammar(G)	4	There is almost no error in the use of sentence
	3	There are a few errors in the use of sentence
	2	There are many errors in the use of sentence

	1	Almost all sentences contain errors
	4	Many vocabulary variations
Vocabulary(V)	3	Few vocabulary variations
	2	Almost no vocabulary variations
	1	Lack of vocabulary variations

5. Characteristic of a good writing

According to Donovan (2017) There are several characteristics of a good writing namely :

a. Clarity and focus

In good writing, Focused writing sticks with the plot or core idea without running off on too many tangents.

b. Organization

A well organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing.

c. Ideas and themes

Good of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

d. Voice

Formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

e. Language (word choice)

Good writing includes precise and accurate word choices and well crafted sentences.

f. Grammar and style

Good writing has to follow the rules of grammar Style is also important in ensuring that a piece of writing is clear and consistent.

g. Credibility or believability

In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research.

The writer concludes that good writing must be logically clear containing ideas that connect one sentence to another sentence, good writing also through the right choice of words and the use of clear grammar so that readers can understand the writing.

6. Whatsapp Aplication

a. Definition of WhatsApp

Whatsapp asa informing app for smartphones with basic similar to BlackBerry Flag-bearer. WhatsApp Courier may be a informing app cross stage that permits us to trade messages without the taken a toll of SMS, since WhatsApp Messenger employments the same web information arrange for e-mail, web browsing, and more. WhatsApp Messenger app employments 3G or WiFi association for information communication. By utilizing WhatsApp, we were chat online, share records, trade photographs.

Whatsapp History WhatsApp was founded on February 24, 2009. WhatsApp was founded by Brian Acton and Jan Koum who once worked as a Yahoo employee. Capitalize a savings of \$ 400,000 earned during his work there, Koum visited his friend Alex Fishman for a discussion on the App Store who was only 7 months old, Koum felt this store has potential. Fishman then helps Koum find iPhone app developers named Igor Solomennikov who is from Russia. Our App But even though WhatsApp.

The WhatsApp supported on most iPhone, Android, BlackBerry windows smart phone and Nokia (Patel, 2014) in Linda (2018). In some experiments, WhatsApp crashes and fails to run as expected. Desperate, Koum intend to close his company and find another job. But Brian Acton prompting him to stay a few months longer. In the end after past a fairly long beta phase, in November 2009, WhatsApp officially started their work on the App Store. Previously, Koum had persuaded Acton and five former Yahoo! Employees others to invest. After visited the App Store, in January 2010.

WhatsApp wanders to BlackBerry Store and Android followed in August. Although its status has been changed from free to paid, popularity WhatsApp stays fast on almost any platform. As of February 2013 Active users WhatsApp exploded in the number 200 million. This number is bloated doubled in December and rose again to 500 million in the month April 2014. And as of September 2015, Active users of WhatsApp are listed as many 900 million.

WhatsApp is a messaging app for smartphones with basic in WhatsApp using a check mark. One tick (grayed out) means the message was successfully sent, two check marks (in gray) means the message has been received but not read, and two check marks blue means the message has been read. WhatsApp can send files like: Photos directly from camera, file manager and media gallery, Video directly from video camera, file manager and media gallery, Audio instantly recording sound, from file manager, from music gallery, Location You can send your location by taking your position from Google Maps) Contact (send contact details from phonebook) Other features found in WhatsApp.

Gutierrez-Colon Plana et al. (2016) investigated the students' perception of the utilization of WhatsApp and found that the students' attitudes were positive toward the use WhatsApp with regard to their confidence as well as achievements in in their reading skills.

Hamad (2017) and ahmed (June 2019) has conducted a study to examine the use of WhatsApp in enhancing Saudi tertiary learners' writing in English. The participants in the study were 36 female students from 1st level who were studying the Listening & Speaking course in the 1st semester 2013-2014. The data was collected through students' questionnaire International Journal of English Language and Literature Studies, and instructors observation. Findings showed that using WhatsApp enhances students' learning and enthusiasm, helps

them to develop English skills, enriches their vocabulary, and makes them learn from their mates' mistakes.

Ta'amneh (2017) in Ahmed S.T.S (2019), has studied the effect of using WhatsApp messenger on learning English among university students. The study was conducted on 40 students who were divided into a control group and an experimental group. The findings showed differences in the achievements of two groups in favor of the experimental group. These differences indicate that integrating WhatsApp application in teaching English language improved the abilities of the learners of the experimental group.

b. WhatsApp chat

WhatsApp Messenger/chat is a cross-platform instant messaging application that allows iPhone, BlackBerry, Android, Windows Phone and Nokia smartphone users to exchange text, image, video and audio messages for free. In addition to basic messaging, WhatsApp provides group chat and location sharing options. WhatsApp Messenger is a proprietary, cross platform instant messaging application for smart phones. In addition to text messaging, users can send each other images, video, and audio media messages (Wikipedia, 2013). Riyanto (2013) in Abdul Fattah.S,(2015),claims that WhatsApp can be used not only to socialize with friends, but also to study and even learn a new language.

According to Aburezeq (2012) in Sulisworo dwi (2018),

WhatsApp messenger has the following collaborative features:

- a) Multimedia: It allows the user to exchange videos, text messages, images, and voice notes.
- b) Group Chat: It supports the interaction of up to 50 group members.
- c) Unlimited Messaging: The number of messages you can share on WhatsApp is unlimited. The application uses 3G/EDGE internet data plan or Wi-Fi to ensure continuous data transmission across platforms.
- d) Cross-Platform Engagements: Interactions with different devices (personal digital assistants, Smartphones, Galaxy tablets) can message one another through various media (text messages, pictures, videos, voice notes)
- e) Offline Messaging: Messages are saved automatically when the device is off or outside the coverage area.
- f) No Charges involved: there are no charges involved in using WhatsApp as it uses same internet data plan which is used for email or web browsing.
- g) Pins and Users Name: WhatsApp, the user, need not remember passwords or username as it works via phone numbers and integrates with users address books

c. Advantages of WhatsApp

That are several WhatsApp Advantages:

- 1) WhatsApp is completely free for use.
- 2) Instantly send a message to anywhere in the world.
- 3) Easy to use, even a novice mobile user can use it.
- 4) Voice call support.
- 5) Video calling available.
- 6) Document files upto 100Mb such as PDF, Slideshows.
- 7) does not have any advertisements on display screen.
- 8) Whatsapp calling made it more reliable.
- 9) whatsapp has also the features to delete the message that you have sent.
- 10) can imports the contacts from your phone
- 11) You can share your location, photos, status, images, documents, videos with your friends.
- 12) You need not spend any money for chatting and sharing with
- 13) your friends, except the internet charges
- 14) It also shows that the receiver received your voice message and listened to it.
- 15) Free calls to other WhatsApp users.
- 16) You can change number to another number without losing your existing Whatsapp account.
- 17) Chat Group Within this Chat Group feature, WhatsApp users can share messages, photos, and videos with up to 256 people at once.

WhatsApp users can also mute or adjust notifications, and much more. By using these features, WhatsApp users can stay connected with the people closest and important such as family, coworkers, and others.

18) WhatsApp on the Web and Desktop With this feature, WhatsApp users can smoothly synchronize all chats to a computer so they can chat with any device that is most convenient.

This research by noer intan gurusinga is related to the Contribution of Chat Using Whatsapp to Students' Ability in Developing English Writing in English Department Students in the Faculty of Tarbiyah. Which says that Whatsapp is freeware and cross platform messaging and Voiceover IP (VoIP) services. This application allows sending text messages and voice calls, as well as video calls, images and other media, documents, and user locations.

d. Disadvantages of WhatsApp

The are several Dis andvantages of WhatsApp include :

- 1) You must have access to the internet to send and receive messages free.
- 2) used for people who have an android smartphone
- 3) There are risks, your spouse, boyfriend, girlfriend can read message.
- 4) In the group only Admin, Groups can add people, give Admin titles for other people in the group.

- 5) Your profile picture is seen by everyone who has your photo contact number.

In the Abishiekh Jain quote says that disadvantage of WhatsApp are:

1. Chat only with those who have a smart phone and install WhatsApp,
2. Someone must have access to the internet to use WhatsApp.
3. We must share their mobile numbers with each other to communicate

Yeboah and Ewur (2014) in Baishya Diganta (2019) their finding showed that WhatsApp had negative impact on students, with distraction from studies, problems related to spelling and grammar in language use.

Based on the advantages and disadvantages of WhatsApp, the researcher can conclude that the reason for choosing WhatsApp in this study is because seen from the many advantages above, the researcher feels that WhatsApp can be useful for students in learning, sending assignments, and communicating with their teachers and friends. Although WhatsApp has disadvantages including only being used for Android smartphones and having to have internet access, with current technological developments the average student already has an Android smartphone.

7. Descriptive Text

According to Oshima and Hogue (2007:61) states that descriptive text refers to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture, the reader can imagine the object place, or person in his/her mind.

According to Anderson (2008:26) descriptive text describes particular person, place, or things. It means that descriptive text gives a significant picture about a subject in accordance with facts, without include personal opinion.

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Mursyid, 2011:4).

B. Previous Related Research Finding

Writing is an interesting field for research. Many researchers have conducted research on writing skills. Related to this research, the writer chooses several literatures about previous research which are relevant to teaching writing and using WhatsApp chat. There are previous studies related to this research:

1. Noer intan br gurusinga “the contribution of chat using whatsapp on the student’s ability in developing writing sixth semester of English department at uinsu” The researcher purposes to find out the contribution of chat using whatsapp on students’ ability in developing English writing. This study deals with The Contribution of Chat Using Whatsapp On The

Students Ability In Developing English Writing On Students English Department of Tarbiyah Faculty. Whatsapp is a freeware and cross-platform messaging and Voiceover IP(VoIP) service. The application allows the sending of text message and voice calls, as well as video calls, images and other media, documents, and user location.

2. Journal by Andika Prajana, on the title “Pemanfaatan aplikasi WhatsApp dalam media pembelajaran di UIN AR-Raniry Banda Aceh”. In this research. One of the applications that are developed and become popular, now is a WhatsApp. WhatsApp is one of the mobile phone 24classificat and web-based social network that integrates with various applications used to communicate with other users, ranging from education, business, entertainment many developed this social networking site. The applications being developed today are expected to function from social networking sites like chatting or broadcasting messages, but more to the collaboration applications (collaboration applications) and information sharing (information sharing) more will find that the purpose of e-learning
3. Fattah (2015) tried to find out techniques and founded that WhatsApp technology can also be useful for students to active participation in the English as a Foreign Language classroom.
4. Journal by Tolga Gok,2016, on the title “The Effects of Social Networking Sites on Students Studying and Habits. Social media is important to communicate with people, share/ask information, and follow/evaluate/interpret the events. The study Students ability in

developing English I Chat using WhatsApp Often Something Seldom was conducted on 220 students in vocational school of high education. The data were collected with the help of a questionnaire designed for gathering the students opinions about the digital technologies and social media.

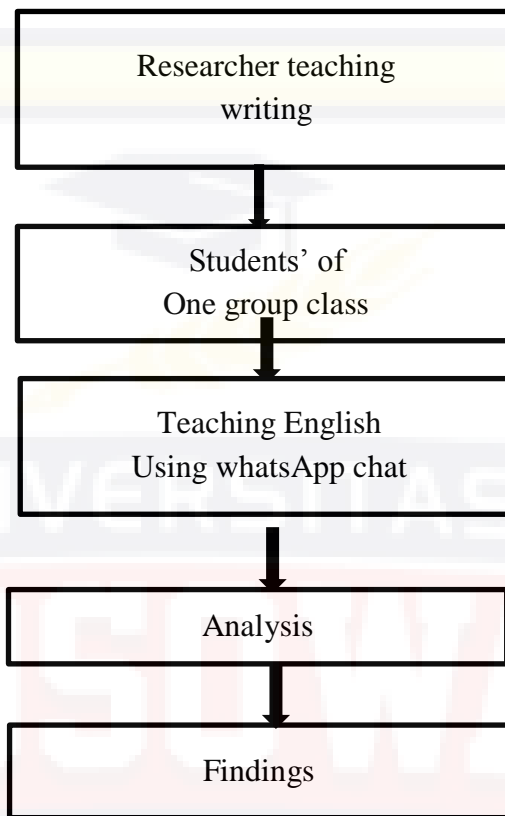
5. Hamad (2017) has conducted a study to examine the use of WhatsApp in enhancing Saudi tertiary learners' writing in English. The participants in the study were 36 female students from 1st level who were studying the Listening & Speaking course in the 1st semester 2013-2014. The data was collected through students' questionnaire International Journal of English Language and Literature Studies, 2019 AESS Publications. And instructors observation. Findings showed that using WhatsApp enhances students' learning and enthusiasm, helps them to develop English skills, enriches their vocabulary.

From the five explanations above, the writer conclude about the use of whatsapp in learning English is very important in sharing information using the internet network that is popular today. WhatsApp can be used to facilitate students in sending assignments and learning media in the form of power points or documents. WhatsApp enhances student learning and enthusiasm, helps them develop English language skills, enriches their vocabulary. Communication on whatsapp via chat can make students accustomed to writing and can develop their ideas in English as an example of students writing about their daily activities, they can develop sentences in the writing

C. Conceptual Framework

Whatsapp is a social media application designed to facilitate users in communicating through various available features. Lack of knowledge of English is one of the most numerous factors that cause polarization. Of course, when you know the same English, you can use WhatsApp is one way to increase students' knowledge and develop their English writing. The conceptual framework of this research is to use WhatsApp to contribute to students' ability to develop English writing. Because if students often access WhatsApp, they were find knowledge like new English writing. Students who frequently access WhatsApp was get more writing skills. In this study, the concept of thought will look at the contribution of chat using WhatsApp to English writing skills. If students use WhatsApp often. They were find good text on WhatsApp chat. It means they have developed the ability to write English through the following diagram.

The conceptual framework of this research was illustrated as follows :



D. Hypothesis

The hypothesis of the research is formulated as follows:

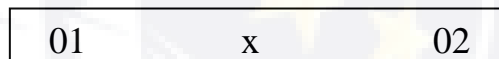
1. H_0 :The use of whatsapp chat cannot enhance the students' writing skill in English at SMPN 1 sumarorong in the academic year 2020/2021.
2. H_1 : The utilizing whatsapp chat can enhance the students' writing skill in English at SMPN 1 sumarorong in the academic year 2020/2021.

CHAPTER III METHOD OF THE RESEARCH

This chapter discusses the research method. It describes research design, time and place of the research, population and sample, research variable and operational definition, instrument of the research, data collection technique and technique of analyzing data.

A. Design research

Research method is a systematic activity using certain method to find new thing or to prove a theory the research was employed by the pre-experimental method with quantitative approach. This research was use quantitative method that use one group diagnostic test. According to Gay et al (2006:p19) one group pre-test, posttest design involve a single group that were determine by test result, treatment, and post-test score and diagnostic). The research design that will use in this research as follows:



Adapted from Gay L, 2006

Which: 01 : Pre-test

X : Treatment

02 : Post-test

B. Place and Time of the Research

The writer was be conducted at SMPN 1 sumarorong academic year 2020/2021located at Jl. Poros Polewal-Mamasa. The researcher felt unfamiliar with SMPN 1 sumarorong.and time of the research was taken on July- august 2020 the researcher was take 4 meetings.

C. Population and sample

1. Population

The population of the research was taken at the eight grade at SMPN 1 sumarorong consisting of 250 students that divided into five classes which each class consists of 30 students.

2. Sample

The writer applied the sampling technique, purposive sampling means that the researcher takes the sample using whatsapp chat as a media. The researcher was taken sample from class eight 30 students at SMPN 1 sumarorong as the sample to observe.

D. Research variable and operational definition

1. Dependent and independent variable of the research

There are two variables, they are: dependent variable and independent variable. The Dependent variable is the students Writing skill. While the independent variable is the student is whatsapp chat.

2. Operational of definition

Operational of definitions are formulated as follows:

a. Writing skill

Writing skill is abilities where you take ideas and information and present them in a written. The writer write down their thoughts, ideas, opinions, etc. Writing skill in this research means that the students' can present a clear picture of what they are imagine and trying to communicate it in written form that have good vocabulary, and grammar.

b. Writing test

Writing is a test or an assessment intended to measure writing skill of student.

c. WhatsApp chat

Whatsapp chat is a user to exchange text, picture, video and audio messages for free. In addition to basic messaging, WhatsApp provides group chat options and location sharing.

d. Online

Online is the condition of being connected to a network of computers or other devices. The term is frequently used to describe someone who is currently connected to the Internet.

e. Vocabulary

Vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively and the basic element of language.

f. Descriptive text

Is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

E. Instruments of the research

The instrument of the research is writing test According to Ary (2010:201), “selecting appropriate and useful measuring instruments is critical to the success of any research study”. In this research, the writer was used writing test as the research instrument. The consist of the diagnostic post-test. The student were write a text using whatsapp. Researcher was given pre-test to

know initial writing skills of the sample, and the post-test will measure check whether the whatsapp enhance or not toward students' writing skill trough descriptive test.

F. Data collection technique

1. Pretest

Pretest was gave to the students in order to determine or measure the intelligence level of students' in writing. Here, the researcher was test the students' writing skill in written form by writing a sentence such as writing about tourist attractions of the Sumarorong Liawan waterfall based on their knowledge before the researcher explain. And then was collect the results to identify their writing skill.

2. Treatment

In this meeting, researcher was conduct treatment. Students' was write through whatsapp chat, make a descriptive text is tourist attraction Bukit Pena' the by paying attention to vocabulary and sentence structure and how to develop ideas through writing on whatsapp chat. At this stage, the researcher also provides an explanation and example of using whatsapp chat to create a sentence. If they don't understand they can ask the researchers questions.

3. Posttest

Posttest was be administered after treatment. The topic of the posttest was be the same as the one in pretest is tourist attractions of the Sumarorong Liawan waterfall. The result of the posttest was use to

measure the students ability to use whatsapp chat to fine out the student achievement in writing skill.

G. Technique of Analyzing Data

This analysis for both pre-test and post-test, the researcher was use scoring guide which provides rating scale for criteria of vocabulary, grammar and writing skill. The gather of data use in order to figure out whether or not the treatment achieve a good result toward students' writing skill of eighth grade at SMPN 1 sumarorong. This research support by a quantitative data analysis. The quantitative data of this research is numeric data and can be formulated by using statistical method.

1. Scoring each component by using the following rating scale in the scoring of the composition (Jacobs, 2000: 6).

Table 3.1 Component of Writing

Content	
30-27	Very Good: knowledge, substantive, relevant to assigned topic.
26-22	Good: some knowledge of subject, adequate range, mostly relevant to topic but lacks detail
21-17	Fair: Limited knowledge, little substance, Inadequate development of the main idea
16-13	Poor: does not show knowledge of subject, substance, not enough to evaluate.

Organization

20-18	Very Good: Fluent expression, ideas clearly stated and supported, well-organized, logical sequencing.
17-14	Good: somewhat choppy, loosely organized but minimum ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair: non-fluent, ideas confused or disconnected.
9-7	Poor: does not communicate, no organization, not enough to evaluate.

Vocabulary

20-18	Very Good: sophisticated range, effective word/idiom choice and usage.
17-14	Good: adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred
13-10	Fair: limited range, frequent errors of word/idiom from choice, and usage.
9-7	Poor: essential translation, little knowledge of English vocabulary.

Grammar/Language use

25-22	Very Good: effective complex construction.
21-18	Good: effective but simple construction
17-11	Fair: mayor problems in sample /complex construction
10-5	Poor: virtually no mastery of sentence construction rules.

(Jacobs (2000: 6)

Mechanics

5	Very Good: demonstrate mastery of convictions
4	Good: occasional errors of spelling, punctuation capitalization.
3	Fair: frequent errors of spelling, punctuation capitalization.
2	Poor: no mastery of connections, dominated by errors of spelling. Capitalization paragraphing.

(Jacobs (2000: 6)

Then, classifying the students score based on the following class classification

Table 3.2
Scoring Classification of writing competence
Scoring Classification

Score	Classification
85-100	Excellent
70-85	Good
60-69	Average
50-59	Poor
< 50	Very Poor

(Brown, 2013:287)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS version 22.0 program.



CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the data that was collected during the experimental research. In this part, the researcher showed the calculation of pre-test score and post-test score. After presents the students' achievement of class VIII.B This finding presents the result of data of students writing skill of the second grade students of SMPN 1 Sumarorong.

A. Findings

The findings of this research deal with scoring and classification of the students' pre-test and post-test. The scores of pre-test and the scores of post-test on components of writing skills which focus on content, organization, mechanic, grammar, and vocabulary. The aim of the test was to measure the students' writing skill before and after using Whatsapp chat It also explained the mean score, standard deviation, frequency, and any other supporting source of statistical elements.

1. The pre-test and post test score

The data of pre-test scores can be seen in the table 4.1 below:

Table 4.1 Scores of Pre-Test

PRE-TEST

No	Students' Name	Score of each component of writing					Final score pre-test
		Pre-test					
		C	O	M	G	V	
1	Agustinus	17	12	3	7	13	52
2	Agnes tiara	22	14	4	18	10	68
3	Axel Nicholas	13	7	2	5	7	34

4	Claudia juwita	21	14	3	11	7	56
5	Cristenia J	14	10	3	10	10	47
6	Elsi Kesya B	17	15	3	14	13	62
7	Epan septia P	17	14	3	10	12	56
8	Ferarensi	14	9	3	6	8	40
9	Fidelis	19	14	4	10	13	60
10	Gloria	13	8	2	5	7	35
11	Giovanny Christin K	19	13	3	11	10	56
12	Gabriella Anni L	17	13	3	9	9	51
13	Jona	13	10	2	8	7	40
14	Julianti marsya	13	7	2	5	7	34
15	Kalvin	15	10	3	10	10	48
16	Kristopel mallun	15	12	2	10	11	50
17	Kristina helvin	22	14	4	13	11	64
18	Laurensius	22	14	3	11	12	62
19	Octavia	22	14	4	13	10	63
20	Patrik parirak	13	7	2	5	7	34
21	Sri enjelin	15	13	3	11	12	54
22	Surasti	13	8	2	6	8	37
23	Sri novayanti	22	14	3	13	13	65
24	Yoel	13	7	2	5	7	34
25	Risal iccang	13	8	2	6	8	37
26	Verawaty	14	10	3	9	9	45
27	Yustiani Randa K	22	14	3	12	11	62
28	Andrianus	13	9	3	9	8	42
29	Stefani Moma	15	14	3	12	11	55
30	Lilis Lisa S	21	14	3	11	11	60

(Data source SMPN I Sumarorong)

Based on the table above, it can be concluded that there were no students who got a score of 85-100 and a score of 70-85, seven students who got a score of 60-69, seven students who got a score of 50-59 and eleven students who got a score of <50.

The data of pre-test scores can be seen in the table 4.2 below:

Table 4.2 Scores of Pre-Test

No	Students' Name	Score of each component of writing					Final score post-test
		Post-test					
		C	O	M	G	V	
1	Agustinus	22	16	3	14	13	68
2	Agnes tiara	26	18	5	18	18	85
3	Axel Nicholas	18	17	3	12	11	61
4	Claudia juwita	22	15	4	18	14	73
5	Cristenia J	21	14	4	17	14	70
6	Elsi Kesya B	22	15	4	18	15	74
7	Epan septia P	21	14	3	17	14	69
8	Ferarensi	17	14	3	17	10	61
9	Fidelis	23	16	4	18	15	76
10	Gloria	18	14	3	17	11	63
11	Giovanny Christin K	22	15	4	18	14	72
12	Gabriella Anni L	18	14	3	17	10	62
13	Jona	21	16	3	14	13	67
14	Julianti marsya	18	14	3	17	10	62
15	Kalvin	21	14	4	17	14	71
16	Kristopel mallun	20	15	3	17	15	70
17	Kristina helvin	23	18	5	21	15	82
18	Laurensius	23	18	5	21	14	81
19	Octavia	24	18	5	21	15	83
20	Patrik parirak	18	13	3	17	9	60
21	Sri enjelin	22	18	5	20	14	80
22	Surasti	22	14	3	17	10	66
23	Sri novayanti	23	18	4	18	15	78
24	Yoel	18	13	3	17	10	61
25	Risal iccang	19	13	3	17	11	63
26	Verawaty	22	16	3	14	13	68
27	Yustiani Randa K	23	16	4	18	15	76
28	Andrianus	20	14	3	17	10	64
29	Stefani Moma	22	15	4	18	15	74
30	Lilis Lisa S	23	17	4	18	16	78

(Data source SMPN I Sumarorong)

Based on the table above, it can be concluded that there is one student who gets a score of 85-100. There were twelve students who scored 70-85, twelve students scored 60-69, none of the students scored 50-59 and none scored <50.

After calculating the result of the students' pretest and post test, the mean score and standard deviation were presented in the following table.

Table 4.3

The Mean Score and Standard Deviation of Students' Pretest in Experimental class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	34	68	50.10	11.124
POSTTEST	30	60	85	70.60	7.504
Valid N (listwise)	30				

Based on the data of pre-test and post-test above, the researcher found that there is significant improvement after giving the treatment. In pre-test, the total score is 1219, the mean score is 50.10 and standard deviation is 11.124 While in post-test, the total score 1646 with the mean is 70.60 and standard deviation is 7.504 The total and mean score of post-test is higher than pre-test.

2. The score classification of students' pre-test and post test

The students' score of pre-test and post-test in making paragraph descriptive text in this research can be seen in the following table.

Table 4.4 Rate Frequency (F) and Percentage (P) of the Students Score in Pre-test and Post-test in Content.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	30-27	-	-	-	-
2	Good	26-22	7	23.33%	14	46.67%
3	Fair	21-17	10	33.33%	16	53.33%
4	Poor	16-13	13	43.33%	-	-
Total			30	100%	30	100%

Table 4.1 above show that, in the pre-test none of the students classified as very good, 7 students (23.33%) classified as good, 10 students (33.33%) classified as fair and 13 students (43.33%) classified as poor.

In the post test, none of the students classified as very good, 14 (46.67%) students classified as good, 16 students (53.33%) classified as fair and none of students classified as poor.

Table 4.5. Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Organization

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	20-18	-	-	6	20%
2	Good	17-14	12	40%	21	70%
3	Fair	13-10	9	30%	3	10%
4	Poor	9-7	9	30%	-	-
Total			30	100%	30	100%

Table 4.2 above show that, in the pre-test none of the students classified as very good, 12 students (40%) classified as good, 9 students (30%) were Classified as fair and 9 students (30%) classified as poor.

In the post-test there were, 6 students (20%) classified as very good, 21 students (70%) classified as good, 3 students (10%) classified as fair and none of the students were classified as poor.

Table 4.6. Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in mechanics

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	5	-	-	5	16.67%
2	Good	4	4	13.33%	10	33.33%
3	Fair	3	17	56.66%	15	50%
4	Poor	2	9	30%		-
Total			30	100%	25	100%

Table 4.6 above show that, in the pre-test none of the students classified as very good, 4 students (13.33%) classified as good, 17 students (56.66%) were classified as fair and 9 students (30%) classified as poor.

In the post-test there were, 5 students (16.67%) classified as very good, 7 students (33.33%) classified as good, 15 students (50%) and none of the students classified as poor.

Table 4.7. Rate Percentage (P) and Frequency of the students Score in Pre-test and Post-test in Language Use/Grammar.

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	25-22	-	-	-	
2	Good	21-18	1	3.33%	13	43.34%
3	Fair	17-11	13	43.33%	17	56.67%
4	Poor	10-5	16	53.33%		-
Total			30	100%	30	100%

Table 4.7 above show that, in the pre-test none of the students classified as very good, 1 student (3.33%) classified as good, 13 students (43.33%) classified as fair and 16 students (53.33%) classified as poor.

In the post-test there were, none students classified as very good, 13 students (43.34%) classified as good, 17 (56.66%) students classified as fair and none of the students classified as poor.

Table 4.8. Rate Percentage (P) and Frequency (F) of the Students Score in Pre-test and Post-test in Vocabulary

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	20-18	-	-	1	3.33%
2	Good	17-14			16	53.34%
3	Fair	13-10	17	56%	12	40%
4	Poor	9-7	13	44%	1	3.33%
Total			30	100%	30	100%

Table 4.8 above show that, in the pre-test none of the students classified as very good and good, 17 students (56%) classified as fair and 11 students (44%) classified as poor .

In the post-test 1 (3.33%) students classified as very good, 16 students (53.34%) classified as good, 12 students (40%) classified as fair and 1 students (3.33%) classified as poor.

3. Test of significance (T-test)

After the pre-test and post-test scores are obtained, the researcher used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the post test. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this research, the Null hypothesis (Ho) stated that the outcome of utilizing whatsapp chat can't enhance the students' writing skill in English at the eighth grade students of SMPN 1 Sumarorong in the academic year 2020/2021. While the Alternative hypothesis (H1) state that the the outcome of utilizing whatsapp cha can enhance the students' writing skill in English at the eighth grade students of SMPN 1 Sumarorong in the academic year

2020/2021. If the value of significance t or sig. (2-tailed) lower than 0.05, H_1 accepted and H_0 rejected.

Table 4.9

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-20.500	5.393	.985	-22.514	-18.486	20.820	29	.000

The result of t-test to know stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the utilizing whatsapp chat can enhance students' writing skill in descriptive text at the eight grade of SMPN 1 Sumarorong in the academic year 2020/2021.

B. Discussion

From the findings, it can be seen that there are differences in student scores after being given treatment using whatsapp chat. Students' writing skills were mainly for the five components (Content, Organization, Vocabulary, Grammar and Mechanics) before treatment was poor and after treatment was good. Therefore, the authors conclude that the use of WhatsApp chat can improve students' writing skills.

The descriptive of data collected through writing test as explained in the previous section shows that the student's writing skill. It was supported by the result of the student's pre-test and post-test from component of writing.

1) Content

It is indicated that's get difficult in content found that in the pre-test students had difficulty making paragraphs that were relevant to each other, but after the application of whatsapp chat in learning to write, in the post-test students were easy and accustomed to making relevant paragraphs. These results indicate that there is an increase in students' writing skills in the material in content. The result of pre test and post test in content show that there were a different significant before treatment students got low content after that in post test got it show that has increasing (on table 4.4).

2) Organization

It is indicated that's get difficult in organization found that in the pre-test students had difficulty making paragraphs that were relevant to each other, but after the application of whatsapp chat in learning to write, in the post-test students were easy and accustomed to making relevant paragraphs. These results indicate that there is an increase in students' writing skills in the material. The result of pre test and post test in organization show that there were a different significant before treatment students got low organization after that in post test got it show that has increasing (on table 4.5).

3) Mechanics

It is indicated that's get difficult in mechanics found that in the pre-test students had difficulty making paragraphs that were relevant to each other, but after the application of whatsapp chat in learning to write, in the post-test students were easy and accustomed to making relevant paragraphs. These results indicate that there is an increase in students' writing skills in the material. The result of pre test and post test in mechanics show that tere were a different significant before treatment students got low mechanics in pre test got after that in post test it show that has increasing (4.6).

4) Grammar

It is indicated that's get difficult in grammar found that in the pre-test students had difficulty making paragraphs that were relevant to each other, but after the application of whatsapp chat in learning to write, in the post-test students were easy and accustomed to making relevant paragraphs. These results indicate that there is an increase in students' writing skills in the material. The result of pre test and post test in grammar show that tere were a different significant before treatment students got low grammar in pre test and after that in post test it show that has increasing (on table 4.7).

5) Vocabulary

It is indicated that's get difficult in vocabulary found that in the pre-test students had difficulty making paragraphs that were relevant to each other, but after the application of whatsapp chat in learning to write, in the post-test students were easy and accustomed to making relevant

paragraphs. These results indicate that there is an increase in students' writing skills in the material. The result of pre test and post test in vocabulary show that there were a different significant before treatment students got in pre test after and in post test got it show that has increasing (on table 4.8).

From the five components above, it can be concluded that there is a significant increase in the pre-test and post-test, and according to the authors based on these five components the most difficult for students to understand are vocabulary and grammar. The researcher can conclude that the use of whatsapp chat for teaching writing was effective to increase the students in writing skill because there was a significant improvement on pre test score compared to post test.

In the pre-test, the most common errors found by researchers were grammar and vocabulary when students wrote their ideas. In describing the attractions of the tauris in Mamasa, students found it difficult to compose sentences. This is also related to the students' lack of vocabulary knowledge. Students sometimes use the wrong words due to limited vocabulary. This is influenced by the students' mother tongue in their native language.

During treatment, Students are introduced to whatsapp chat to take advantage of whatsapp chat in writing English through descriptive text clearly. And finally, when the post-test was given, students were able to make descriptive paragraphs better than during the pre-test. The post-test results showed significant results. Based on these findings, the use of whatsapp chat can be used in learning to write.

This is evidenced by the value and mean of students in the experimental class higher than the control class.

Based on the above discussion, it can be concluded that the use of whatsapp chat is the extent to which the writing skills of grade VIII.B students of SMPN 1 Sumarorong.



CHAPTER V CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research, and suggestion for English learners and teachers of the research as follows:

A. Conclusion

The writer concluded that using whatsapp chat can enhance students' writing skill and WhatsApp is also very useful for teachers and students in learning during the pandemic COVID 2019 because students can used whatsapp send they assessment and receive the task from the teacher . According to Ahmad, at all (2020) students prefer to use WhatsApp because of its simplicity to send messages and to communicate interactively. The findings indicate that apart from communication with supervisors, students also use WhatsApp for discussion with their peers writing skripsi.. First, based on the results of the research, the researcher found that with utilizing whatsapp chat on the students' writing skill. It could be seen on the results between the pre-test and the post-test, the score of the post-test higher than the score of the pre-test.

Second, to knowing that utilizing whatsapp chat on the students writing skill, the researcher then did the calculation of the t-test to know significant that findings difference between the results of pre-test and post-test. Based on the calculation of the t-test, there is a significant difference in writing achievement between the students at the eighth grade students of SMPN 1 Sumarorong Mamasa, in the academic year 2020/2021.

B. Suggestion

Based on the research conclusions above, the writer recommends to English teacher to apply whatsapp chat in teaching English writing.

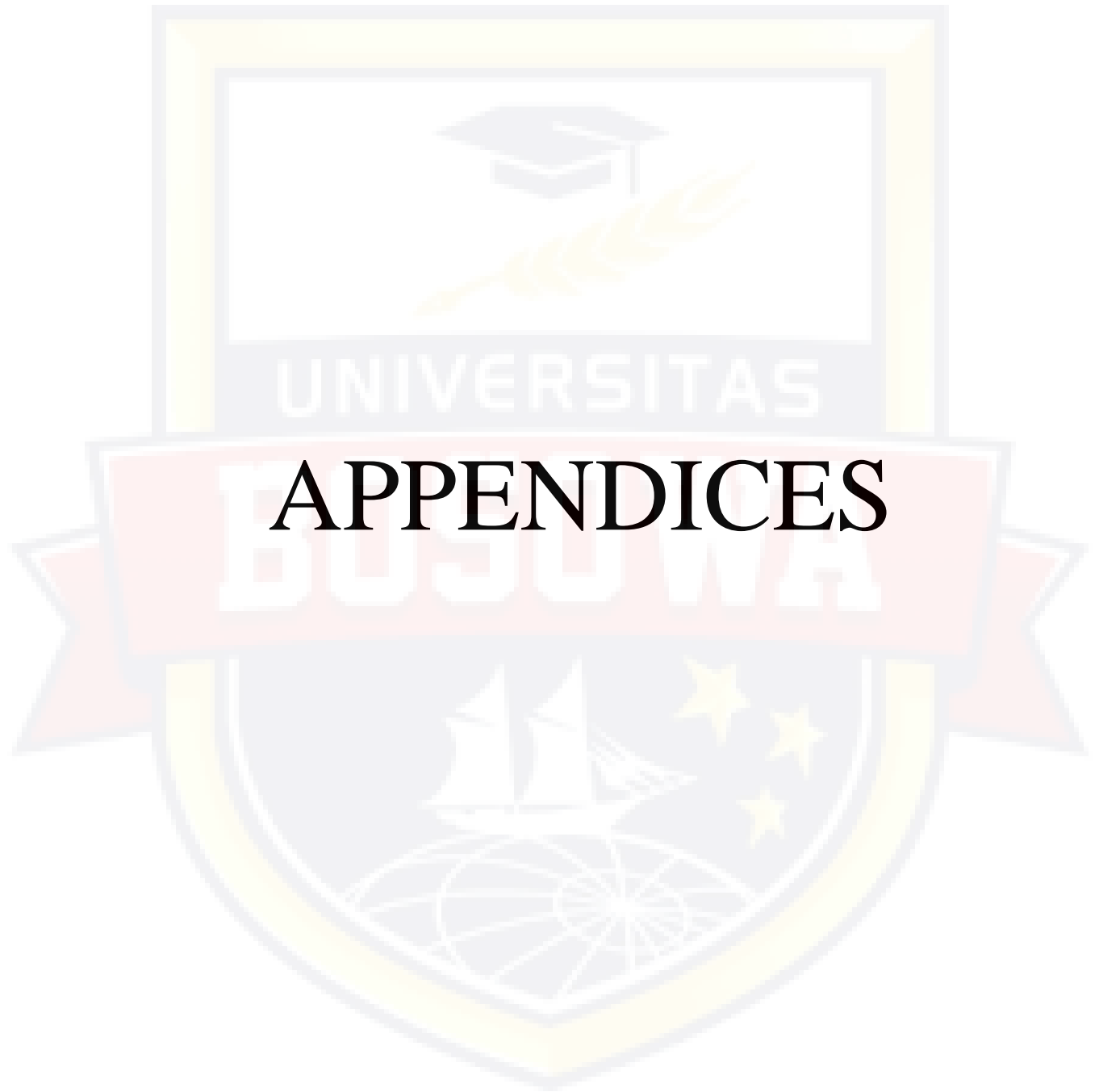
- 1) For the writer, this research can give advance and valuable experience in process of looking for knowledge.
- 2) To teachers are advised to use WhatsApp in learning to write. Second, whatsapp chat can be used in learning to write, because by utilizing whatsapp chat students spread ideas and ideas in writing activities.
- 3) for students, whatsapp chat can be used in learning to write, especially in class VIII. B SMPN 1 Sumarorong whatsapp was make it easier for you to write text. Finally, this research is expected to be an important input to solve student problems in writing.

Based on the above suggestions, it can be concluded that the researcher suggests that students at SMP Negeri 1 Sumarorong, especially for class VIII.B students, are interested in writing because it is a writing skill and reveals some information and knowledge needed by using Whatsapp chat. Then, it is recommended for English teachers to use WhatsApp chat in learning to write because it can help teachers in improving writing achievement. Researchers feel that using whatsapp chat is very useful for teachers and students during the pandemic COVID 19.

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Appendix 1: Instrument of the Research

**INSTRUMENT FOR TESTING THE STUDENTS' SKILL IN
WRITING DESCRIPTIVE TEXT****1. Pre-test**

Write down descriptive paragraphs about tourist attractions of the Sumarorong Liawan waterfall.

2. Treatment

Students learn about how to use whatsapp chats to improve their writing skills and also learn to make descriptive paragraphs about tourist attraction Bukit Pena' Mamasa. The learning steps in treatment are as follows:

- a) Review lessons about previous meetings.
- b) Researcher was provide descriptive text explanations
- c) The researcher was provides an explanation of how to use the Whatsapp application in writing using descriptive.
- d) Researchers show a picture of tourist attractions is Bukit Pena Mamasa
- e) All students were instructed to observe pictures of these tourist attractions. Then they were given the task of writing descriptive texts about these tourist attractions using whatsapp chat.
- f) Students are given the opportunity to complete and also edit the results of their writing so that it becomes a good descriptive text.
- g) Students can collect writing by sending on whatsapp.

3. Post-test

Write descriptive paragraphs about tourist attractions of the Sumarorong Liawan waterfall using whatsapp chat.

Appendix 2: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 SumarorongMamasa

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII(Genap)

Materi Pokok : descriptive Text (tourist attraction in Mamasa)

Alokasi Waktu : 6 x 45 menit

Skill : menulis

A. Standar Kompetensi

Mengungkapkan makna dalam tekstulis fungsional dan esai pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

C. Indikator

- 1.Mengidentifikasi ciri kebahasaan teks *descriptive*
- 2.Memahami penggunaan simple present tense
- 3.Memahami penggunaan huruf besar, tanda baca, dan pengejaan kata
- 4.Menggunakan pilihan kata yang tepat dalam menyusun kalimat
- 5.Menyusun kata-kata menjadi kalimat dengan benar
- 6.Menyusun kalimat menjadi paragraf *descriptive* dengan benar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi ciri kebahasaan teks *descriptive*
- Memahami penggunaan simple present tense
- Memahami penggunaan huruf kapital, tanda baca, dan pengejaan kata.
- Menggunakan pilihan kata yang tepat dalam menyusun kalimat
- Menyusun kata-kata menjadi kalimat dengan benar
- Menyusun kalimat menjadi paragraf *descriptive* dengan benar.

E. Materi Pembelajaran

- a. Text Type: *Descriptive*
- b. Grammar :

- Simple Present Tense
- Noun Phrase
- Adjective Phrase
- Degree of Comparison

F. Metode Pembelajaran : Diskusi, Tanya-Jawab, dan Presentasi

G. Langkah-langkah kegiatan pembelajaran

Pertemuan Pertama

Kegiatan Awal
<ol style="list-style-type: none"> 1. Guru mulai mengkondisikan kelas dan mengecek daftar hadir. 2. Apersepsi dan motivasisiswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas. 3. Menyebutkan topik dan tujuan pembelajaran :<i>Our topic today is "describing tourist attraction in Mamasa". We are going to learn how to describe tourist attraction. You are expected to be able to write a simple descriptive paragraph. I hope it will be useful for you.</i>
Kegiatan Inti
<ol style="list-style-type: none"> 1. Guru memberikan gambar tentang tempat wisata di Mamasa. 2. Semua siswa diperintahkan untuk menulis apa saja yang mereka tahu tentang tempat wisata tersebut 3. Pada pertemuan ini, guru belum memberikan penjelasan tentang apa saja yang harus ditulis, ataupun bagaimana pola kalimat yang digunakan dalam menulis <i>descriptive text</i>. 4. Setelah selesai, guru akan mengumpulkan hasilnya.
Kegiatan Akhir
<ol style="list-style-type: none"> 1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan. 2. Guru menanyakan kesulitan apa yang dirasakan selama mengerjakan tugas yang diberikan. 3. Penutup
Kegiatan Akhir
<ol style="list-style-type: none"> 4. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan. 5. Guru menanyakan kesulitan apa yang dirasakan selama mengerjakan tugas yang diberikan. 6. Penutup

Pertemuan Kedua

<p>Kegiatan Awal</p> <ol style="list-style-type: none"> 1. Guru mulai mengkondisikan kelas dan mengecek daftar kehadiran siswa 2. Apersepsi dan motivasisiswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas. 3. Menyebutkan topik dan tujuan pembelajaran. 4. Mereview aktivitas di pertemuan sebelumnya.
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru memberikan penjelasan tentang materi <i>descriptive text</i>. 2. Guru memberikan penjelasan mengenai cara penggunaan whatsapp chat 3. Guru memberikan contoh cara membuat kalimat dari kata-kata yang dihasilkan dalam proses penggunaan Whatsapp sebagai suatu media pembelajaran. 4. Guru memberikan sebuah contoh text descriptive dengan bantuan penggunaan media pembelajaran whatsapp 5. Guru memberikan kesempatan bertanya kepada para siswa jika ada materi yang belum dipahami atau kurang jelas.. 6. SiswalainnyadimintamembuatkalimatmelaluiWhatsapp chattersebut. 7. Setelah selesai dikerjakan, guru dan siswa membahas dan mengoreksi bersama hasil pekerjaan di papan tulis.
<p>Kegiatan Akhir</p> <ol style="list-style-type: none"> 1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan. 2. Guru menanyakan apakah siswa mengalami kesulitan dalam penggunaan whatsapp chat dalam menulis 3. Penutup

Pertemuan Ketiga

<p>Kegiatan Awal</p> <ol style="list-style-type: none"> 1. Guru mulai mengkondisikan kelas dan mengecek daftar kehadiran siswa. 2. Apersepsi dan motivasisiswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas. 3. Menyebutkan topik dan tujuan pembelajaran.
<p>Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Mereview pelajaran tentang pertemuan sebelumnya. 2. Guru memperlihatkan sebuah gambar salah satu tempat wisata di Mamasa 3. Semua siswa diperintahkan untuk mengamati gambar tersebut. Kemudian mereka diberikan tugas untuk menulis text descriptive tentang materi pada pertemuan sebelumnya. 4. Siswa mengumpulkan hasil tulisannya.

Kegiatan Akhir

1. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.
2. Guru menanyakan apakah siswa mengalami kesulitan.
3. Penutup

H. Penilaian

Penilaian yang digunakan adalah menggunakan rubrics of writing. Aspek-aspek yang dinilai adalah *content* (C), *organization* (O), *grammar* (G), *vocabulary* (V), dan *mechanics* (M).

I. Pedoman penilaian

Nilai sempurna : $20(C)+20(O)+20(G)+20(V)+20(M)=100$.

Makassar, 25 Agustus 2020

Teacher



Herda S.Pd

Researcher

Patresia Melda
NIM. 4516101011

Appendix 3: Pre-Test and Post-Test Score

PRE-TEST

No	Students' Name	Score of each component of writing					Final score pre-test
		Pre-test					
		C	O	M	G	V	
1	Agustinus	17	12	3	7	13	52
2	Agnes tiara	22	14	4	18	10	68
3	Axel Nicholas	13	7	2	5	7	34
4	Claudia juwita	21	14	3	11	7	56
5	Cristenia J	14	10	3	10	10	47
6	Elsi Kesya B	17	15	3	14	13	62
7	Epan septia P	17	14	3	10	12	56
8	Ferarensi	14	9	3	6	8	40
9	Fidelis	19	14	4	10	13	60
10	Gloria	13	8	2	5	7	35
11	Giovanny Christin K	19	13	3	11	10	56
12	Gabriella Anni L	17	13	3	9	9	51
13	Jona	13	10	2	8	7	40
14	Julianti marsya	13	7	2	5	7	34
15	Kalvin	15	10	3	10	10	48
16	Kristopel mallun	15	12	2	10	11	50
17	Kristina helvin	22	14	4	13	11	64
18	Laurensius	22	14	3	11	12	62
19	Octavia	22	14	4	13	10	63
20	Patrik parirak	13	7	2	5	7	34
21	Sri enjelin	15	13	3	11	12	54
22	Surasti	13	8	2	6	8	37
23	Sri novayanti	22	14	3	13	13	65
24	Yoel	13	7	2	5	7	34
25	Risal iccang	13	8	2	6	8	37
26	verawaty	14	10	3	9	9	45
27	Yustiani Randa K	22	14	3	12	11	62
28	Andrianus	13	9	3	9	8	42
29	Stefani Moma	15	14	3	12	11	55
30	Lilis Lisa S	21	14	3	11	11	60

POST-TEST

No	Students' Name	Score of each component of writing					Final score post-test
		Post-test					
		C	O	M	G	V	
1	Agustinus	22	16	3	14	13	68
2	Agnes tiara	26	18	5	18	18	85
3	Axel Nicholas	18	17	3	12	11	61
4	Claudia juwita	22	15	4	18	14	73
5	Cristenia J	21	14	4	17	14	70
6	Elsi Kesya B	22	15	4	18	15	74
7	Epan septia P	21	14	3	17	14	69
8	Ferarensi	17	14	3	17	10	61
9	Fidelis	23	16	4	18	15	76
10	Gloria	18	14	3	17	11	63
11	Giovanny Christin K	22	15	4	18	14	72
12	Gabriella Anni L	18	14	3	17	10	62
13	Jona	21	16	3	14	13	67
14	Julianti marsya	18	14	3	17	10	62
15	Kalvin	21	14	4	17	14	71
16	Kristopel mallun	20	15	3	17	15	70
17	Kristina helvin	23	18	5	21	15	82
18	Laurensius	23	18	5	21	14	81
19	Octavia	24	18	5	21	15	83
20	Patrik parirak	18	13	3	17	9	60
21	Sri enjelin	22	18	5	20	14	80
22	Surasti	22	14	3	17	10	66
23	Sri novayanti	23	18	4	18	15	78
24	Yoel	18	13	3	17	10	61
25	Risal iccang	19	13	3	17	11	63
26	verawaty	22	16	3	14	13	68
27	Yustiani Randa K	23	16	4	18	15	76
28	Andrianus	20	14	3	17	10	64
29	Stefani Moma	22	15	4	18	15	74
30	Lilis Lisa S	23	17	4	18	16	78

Research Data

No	Scores			
	Pre-Test	Classification	Post-Test	Classification
1	52	Poor	68	Average
2	68	Average	85	Excellent
3	34	Very poor	61	Average
4	56	Poor	73	Good
5	47	Very poor	70	Good
6	62	Average	74	Good
7	56	Poor	69	Average
8	40	Very poor	61	Average
9	60	Poor	76	Good
10	35	Very poor	63	Average
11	56	Poor	72	Average
12	51	Poor	62	Average
13	40	Very Poor	67	Poor
14	34	Very poor	62	Average
15	48	Very Poor	71	Average
16	50	Very poor	70	Average
17	64	Average	82	Good
18	62	Average	81	Average
19	63	Average	83	Average
20	34	Very Poor	60	Poor
21	54	Poor	80	Average
22	37	Very Poor	66	Very poor
23	65	Average	78	Good
24	34	Very Poor	61	Average
25	37	Very Poor	63	Average
26	45	Very Poor	68	Average
27	62	Average	76	good
28	42	Very Poor	64	Very poor
29	55	Poor	74	Average
30	60	Average	78	Good

Appendix 4 : Data Analysis

Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	34	68	50.10	11.124
POSTTEST	30	60	85	70.60	7.504
Valid N (listwise)	30				

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.139	25	.200*	.915	25	.040
Posttest	.141	25	.200*	.938	25	.131

Paired Samples Test**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-20.500	5.393	.985	-22.514	-18.486	20.820	29	.000

Frekuensi of Pretest

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34	4	13.3	13.3	13.3
	35	1	3.3	3.3	16.7
	37	2	6.7	6.7	23.3
	40	2	6.7	6.7	30.0
	42	1	3.3	3.3	33.3
	45	1	3.3	3.3	36.7
	47	1	3.3	3.3	40.0
	48	1	3.3	3.3	43.3
	50	1	3.3	3.3	46.7
	51	1	3.3	3.3	50.0
	52	1	3.3	3.3	53.3
	54	1	3.3	3.3	56.7
	55	1	3.3	3.3	60.0
	56	3	10.0	10.0	70.0
	60	2	6.7	6.7	76.7
	62	3	10.0	10.0	86.7
	63	1	3.3	3.3	90.0
	64	1	3.3	3.3	93.3
	65	1	3.3	3.3	96.7
	68	1	3.3	3.3	100.0
Total		30	100.0	100.0	

POSTTEST

	Frequency	Percent	Valid Percent	Cumulative Percent
60	1	3.3	3.3	3.3
61	3	10.0	10.0	13.3
62	2	6.7	6.7	20.0
63	2	6.7	6.7	26.7
64	1	3.3	3.3	30.0
66	1	3.3	3.3	33.3
67	1	3.3	3.3	36.7
68	2	6.7	6.7	43.3
69	1	3.3	3.3	46.7
70	2	6.7	6.7	53.3
71	1	3.3	3.3	56.7
72	1	3.3	3.3	60.0
73	1	3.3	3.3	63.3
74	2	6.7	6.7	70.0
76	2	6.7	6.7	76.7
78	2	6.7	6.7	83.3
80	1	3.3	3.3	86.7
81	1	3.3	3.3	90.0
82	1	3.3	3.3	93.3
83	1	3.3	3.3	96.7
85	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Appendix 5: Students Transcription in Pre-Test

✓

No.

Nama : Yael

Kelas : VIII B

34

Saranbu hawon in locastion sumatarang
is beautiful and good. ~~waxerful~~ cool.

Dipindai dengan CamScanner

Date.

No.

Nama : Ferarensi

kelas : VIII B

40.

~~SAK~~

Liawan waterfall ~~are~~ ~~are~~ cool and beautiful tourist spot. Liawan ~~are~~ located at mamas Regency - West Sulawesi Province Sumarrong.

Nama : Axel Nicholas Patu
Kelas : VIII.B
Tugas : Bhs. Inggris

Jawab:

Sarambu Liwari is one of the best
tourism in Pagaruyung of marmasa it's located
in Summareng, Sarambu Liwari (water Fall)
is very beautiful with good panorama

VIII B (8^B)

NAMA : Sri Angelina

Sarambu Liawan is one of the high waterfalls in the mamasa part of west Sulawesi, which is loved by many people. and where the water fall is Liawan, the water fall is very cool and the atmosphere inside the water fall

2020.09.11 11:05

No. _____
Date: _____

B. Inggis

Nama: ELSI VESIA B.

Kelas: VIII B

Irawan waterfall is located in Sumarorong sub-district,
 mamas district. This waterfall is one of the tourist objects
 that Sudan is visited by many tourists. There are many
 beautiful views, and the ~~air~~^{water} is very cool which makes
 the Irawan waterfall tour better ~~object~~ object nature tourism
 is not only attracting local tourists mamas, but also inviting foreign
 foreign tourists who are curious about the Irawan waterfall
 tourist ~~area~~ attraction. Besides enjoying the ~~best~~ beauty of
 Irawan waterfall, visitors can also enjoy the fresh water that
 comes from the mountain.

B. 109915

No. Lauransius

Date

VIII.B


Sorambe Liwan
in the sub-district of Samonarang
mamasa district, in Samonarang there
is a village called Liwan, there are
tourist attractions that are quite
famous, his name is Sorambe Liwan
the place has quite a lot of tourists
there from within the area and
there from outside the area,
because of the air beautiful
and the water is clean, make touri-
sts the outsiders are quite intance
to visit Sorambe Liwan.

No. _____
Date: VIII^B _____

Agnes Tiara Rio'.T/Bhs. Inggris

Sarambu Liawan

Sarambu Liawan is a one of the waterfalls highest in Mamasa, West Sulawesi. Waterfall Liawan located in Subdistrict Sumarorong. For reach this place the ~~low~~ tourists have to walk through the surrounding rice fields 200 meters and cross over small river after traveling 2 kilometers use two wheels from Subdistrict Sumarorong, districts Mamasa. Although classified far, but all of them will pay off with the cool welcoming air visitors after arriving at this place.

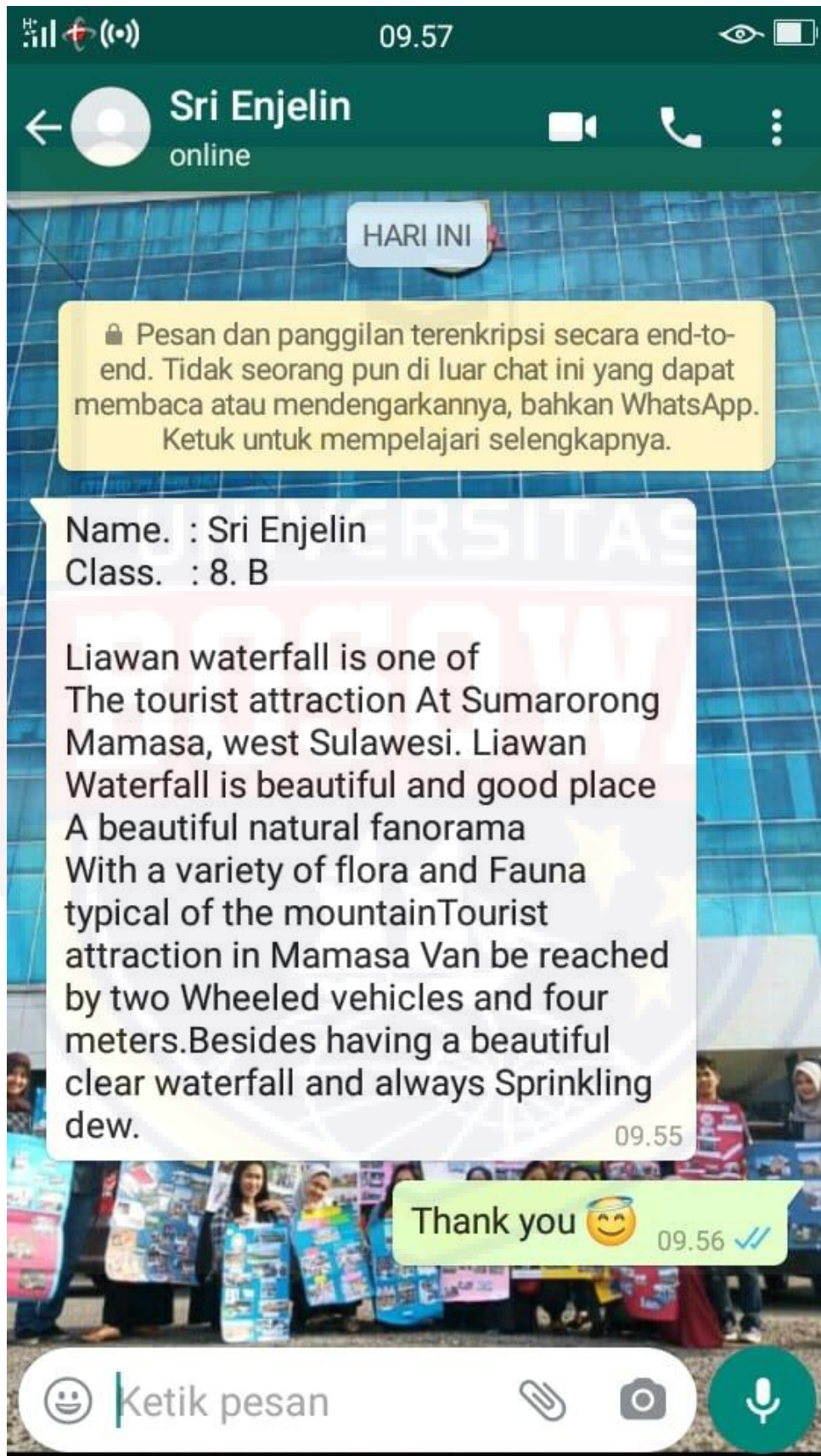


Appendix 6 : Students Transcription in Post-Test

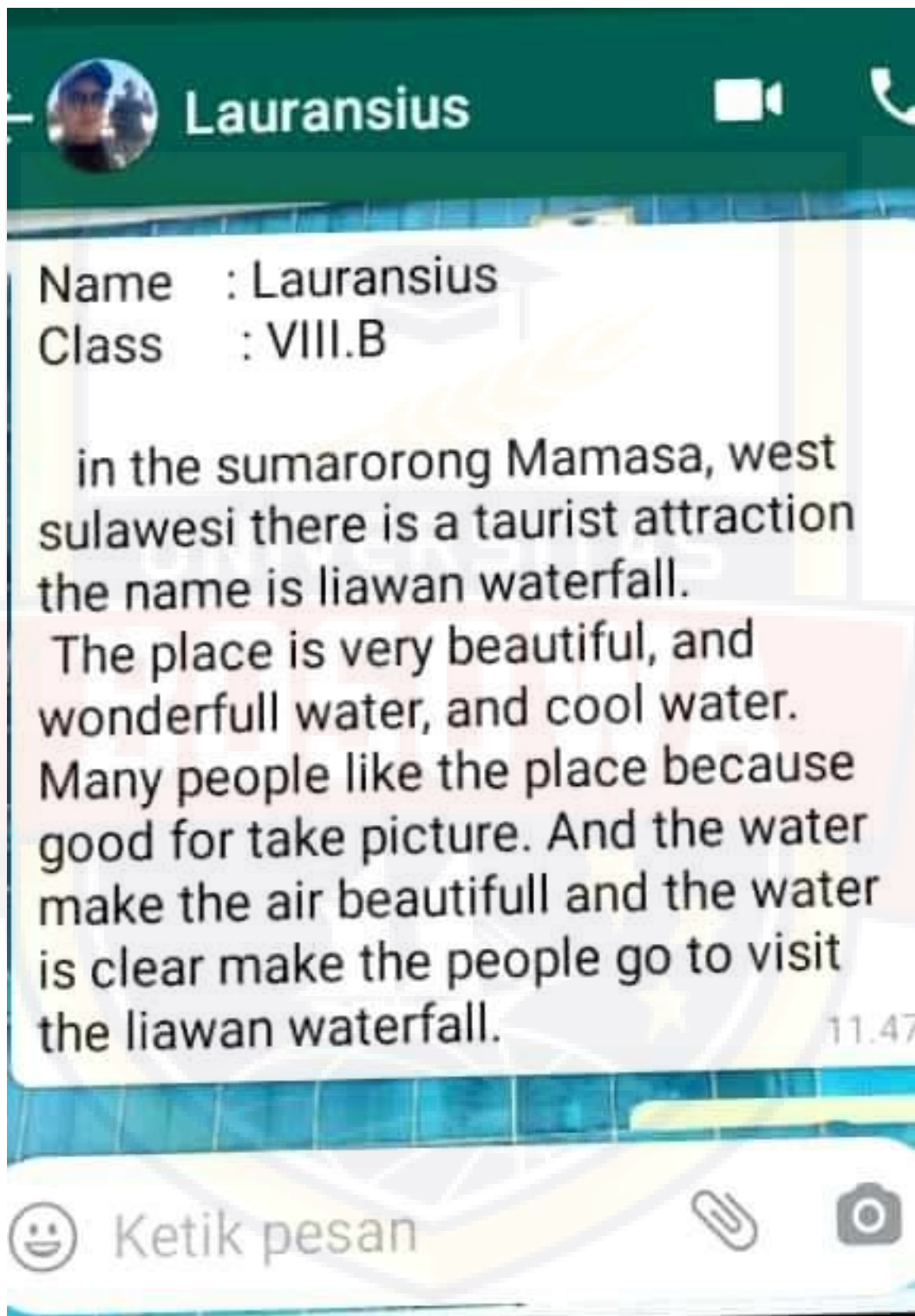














Appendix 7: Documentation



Picture 1: The researcher was giving the guidance before doing pre-test



Picture 2: The researcher was giving pre- test to the students



Picture 3: the researcher was giving treatment



Picture 4: The researcher explaining about the materials



The researcher was giving Post-Test to the students

PEMERINTAH KABUPATEN MAMASA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 SUMARORONG
Alamat : Jl. Pura Paksiwa Mamasa Km. 34 Sumarorong Km. Sumarorong Kab. Mamasa - Sulawesi Kode Pos 91383
Email : smp1sumarorong@gmail.com


SURAT KETERANGAN
Nomor : 421.2 / 035 / SMPN.1 / IX / 2020

Yang bertandatangan dibawah ini Kepala SMP Negeri 1 Sumarorong dengan ini menyatakan sebenarnya bahwa :

Nama : PATRESIA MELDA
NIM : 4516101011
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan(FKIP)
Universitas Bososwa

Benar yang bersangkutan telah melaksanakan penelitian pada sekolah kami, guna mendapatkan data untuk penulisan Skripsi dengan judul *UTILIZING WHATSAPP CHAT TO ENHANCE STUDENTS' WRITING SKILL THROUGH DESCRIPTIVE TEXT AT SMPN 1 SUMARORONG MAMASA* Dari tanggal 02 September s.d 24 September 2020.

Demikian surat keterangan melaksanakan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sumarorong, 25 September 2019
Kepala Sekolah

Drs. HERMAN, M.Pd
Pangkat : Pembina Tk. I
NIP : 19670313 199702 1 001

Tembusan :
1. Arsip

BIOGRAPHY



Patresia Melda was born in Sarambu, on may 29 1996, from marriage of her parents Tomba and Nawa. She is the five from seven siblings. She has two brother and four sisters. She began her first education at SD Kristen Sarambu in 2002 then she continued to SMPN 4 Simbuang in 2008 . After graduated in 2011, she studied in SMAN 1 Mappak and finished in 2014. In 2016, she decided study in English Education Department of Bosowa University. She participated as a member of Student Associations of English Language Education as weel as since 2017 until 2020.