

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A
PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR
HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG**

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

**THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A
PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR
HIGH SCHOOL 1 TRIMURJO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1443 H / 2022 M



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APPROVAL PAGE

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STUDENTS WRITING SKILL AT SENIOR HIGH
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NOTA DINAS

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Kepada yth,
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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka Skripsi yang disusun oleh:

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CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian
harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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Assalamu'alaikum Wr. Wb

We have given guidance and enough improvement to thesis script which is written
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training
in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

No. B-1775/11-23.1/D/PP.00-9/09/2022

An Undergraduate thesis entitled: **THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG** Written by Indry Dwi Pangestuti, student number 1801070034, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, April 18th 2022 at 10.00 a.m - 12.00 p.m.

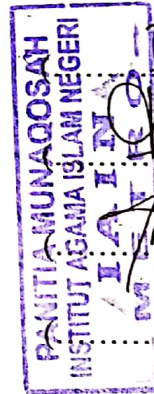
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**THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A
PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR
HIGH SCHOOL 1 TRIMURJO**

ABSTRACT

**By :
INDRY DWI PANGESTUTI**

The purpose of this research to know whether WhatsApp is effective or not on students writing skill and to know what extent is the effectiveness of the WhatsApp group as a platform for teaching students writing skill for the 11th grade of SMA N 1 Trimurjo Central Lampung.

This research is a quantitative research. The methods used in collecting data were observation, test and documentation. The sampling technique used was cluster random sampling. In this study students were given pre-test before special treatment and post-test after special treatment. The subjects of this study were class XI IPA 1 as the experimental class and XI IPA 2 as the control class at SMA Negeri 1 Trimurjo Central Lampung. This study uses t-test to analyze the data.

From the data analysis computed by t-test to analyze sample t-test, it was obtained sig. (2-tailed) was 0,870. It was greater than $\alpha = 0,05$. therefore, it can be concluded that H_0 is accepted and H_a is rejected. It means there is no significant the effectiveness of using WhatsApp group as a platform to teach the students writing skill at SMA N 1 Trimurjo Central Lampung academic years 2021/2022.

Keywords : WhatsApp Group, Writing Skill

**KEEFEKTIFAN PENGGUNAAN WHATSAPP GRUB SEBAGAI
PLATFORM DALAM MENGAJARKAN KETERAMPILAN MENULIS
SISWA DI SMA N 1 TRIMURJO LAMPUNG TENGAH**

ABSTRAK

**Oleh:
INDRY DWI PANGESTUTI**

Tujuan dari penelitian ini untuk mengetahui efektif atau tidak penggunaan WhatsApp group chat sebagai platform dalam pengajaran keterampilan menulis siswa dan untuk mengetahui sejauh mana efektivitas penggunaan WhatsApp group chat sebagai platform untuk mengajarkan keterampilan menulis siswa untuk kelas XI di SMA N 1 Trimurjo Lampung Tengah.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan pada siswa kelas XI SMA N 1 Trimurjo dengan sampel sebanyak 46 siswa. Metode yang digunakan dalam pengumpulan data adalah observasi, test dan dokumentasi. Teknik pengambilan sampel menggunakan cluster random sampling. Dalam penelitian ini siswa diberikan pre-test sebelum perlakuan khusus dan post-test setelah perlakuan khusus. Subjek penelitian ini adalah kelas XI IPA 1 sebagai kelas eksperimen dan XI IPA 2 sebagai kelas control di SMA N 1 Trimurjo. Penelitian ini menggunakan uji- t untuk menganalisis data.

Dari analisis data yang dihitung dengan uji-t khususnya uji independent sample t-test diperoleh sig. (2-tailed) adalah 0,870. Itu lebih tinggi dari $\alpha = 0,05$. Oleh karena itu, dapat disimpulkan bahwa H_0 diterima dan H_a ditolak. Artinya tidak ada yang signifikan terhadap efektivitas penggunaan WhatsApp grub sebagai media untuk mengajarkan siswa keterampilan menulis untuk kelas XI di SMA N 1 Trimurjo Lampung Tengah tahun ajaran 2021/2022

Kata Kunci : WhatsApp grup, Keterampilan Menulis

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

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Study Program : English Education Study Program (TBI)

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States that this undergraduated thesis is originally the result of the researcher's research, in exception certain parts which are expected from the bibliography mentioned.

Metro, 14 March 2022

The writer



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MOTTO

بِذِكْرِ الْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

"Mun, Demi kalam dan apa yang mereka gubah (QS. Al-Qalam (68):1)

In this verse, Allah swears by the qalam (pen) and everything written with it. It states that qalam is one of the great blessings bestowed by Allah on humans. With qalam people can record the teachings of God's religion that was conveyed to his apostles, and record the knowledge of God that he just discovered.

(Indry Dwi Pangestuti)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to :

Firstly, my beloved parents Mr. Dedi Suranto and Mrs. Widi Astuti who become the inspiration of my life, always pray and support me for my success with their endless love. Besides that, there also my lovely sister and younger brother Yosi Retno Widuri and Alvin Pratomo who always become my support system.

Secondly, my lovely adviser Mrs. Eka Yuniasih, M.Pd who have sincerely guided the witer to accomplish this undergraduate thesis in time. Not only that, I also want to say big thanks to all friends who have help me to complete this undergraduate thesis. They are Brother Ahmad Fadilah, Sister Indri Tarisa, Sister Erlina, Sister Sapta and PT Kanjeng Royals Squad with the members are Dela, Putri, Amalia, Anita, Lutfia, Yovi, Sylva, Vivi and Irfan.

Thirdly, my support system who always help and support me to finish undergraduate thesis. Last but not least, thank you my beloved almamater IAIN Metro.

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Praise is to Allah SWT, the lord of the worlds whom without His Mercy and Blessing, none of these would be possible. Sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human being in general and Muslim in particular. The writer is very grateful for the chance Allah has given her to accomplish this undergraduate thesis.

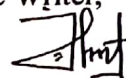
This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd) in English Education Department entitled "THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG".

The writer would like to extend her gratitude to the adviser, Eka Yuniasih, M.Pd, who have sincerely guided the writer to accomplish this undergraduate thesis in time. May Allah give his reward for supporting and guiding during the undergraduate thesis writing process.

The writer realize that this a research undergraduate thesis still has weakness. Therefore, the writer hopes that research can be benefit for all of us properly. At last, she hopes that the result of the research will give significant contribution in teaching English in IAIN METRO.

Metro, March 14th 2022

The Writer,



INDRY DWI PANGESTUTI

NPM. 1801070034

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a means of communication and it is widely used all over the world. Furthermore, English in Indonesia as second language. So, it is not easy to learn by Indonesian students. Realizing the importance of English, the government of Indonesia has declared English as the first foreign language which is taught Indonesia, starting from elementary school until university levels.

In English, There are four skills of the language that must be mastered by all language learners. They are listening, speaking, reading and writing. Listening and reading is one of receptive skills. It is one of the first and two skill to be mastered by the student to understand the spoken language and generating spoken language, speaking and writing are productive skills. In writing, the students should be know the process before written. In addition, the students have go through various stages in the writing process those are planning, drafting, editing (revising) and final revision. Therefore, writing skills are complex skills because they go through a series stages, thus creating a good writing product.

Due to the Covid-19 pandemic, education must fundamentally and quickly change its management and practice. The problem that occurs at this time is the learning process that is forced to be done at home, since the pandemic that occurred in the world, including Indonesia. The government

decision, especially the Ministry of Cultural Education regarding the teaching and learning process is carried out online in the context of preventing the spread of Covid-19. Senior high school 1 Trimurjo also applies an online learning system, including English subjects. Before the Covid-19 pandemic, Senior high school 1 Trimurjo applied face to face learning. The two systems have significant differences, especially in the learning English.

Based on the results of the pre-survey on June, 21st 2021 at Senior high school 1 Trimurjo through direct interviews with Restuning as an English teacher at Senior high school 1 Trimurjo, it can be seen that the process of learning English online is going well and smoothly. Restuning revealed that online learning at Senior high school 1 Trimurjo is done by utilizing platform such as WhatsApp, zoom, googlemeet and classroom. In addition, Restuning said that online learning using the “Task Based Instruction” method, such as by giving tasks through WhatsApp platform. It aims to create a real learning function by providing a natural learning context in learning English writing material.

In learning writing, teachers should guide their students well and writing activities are given the same portion as reading activities because the two activities must run in balance, because a person will be able to write if he or she has a lot of reading material obtained from reading. Moreover, before writing students should make simple basics first or determine the topic and grammar are good and appropriate, so it is quite difficult if learning writing is done online.

In addition, based on the pre-survey the teacher revealed that in face to face learning writing material is usually done by giving students assignments to write and identify the texts such as descriptive text, recount text, procedural text narrative text, announcements, congratulation and complementing. However, in online learning writing material is still given to students, but it is not effective because the teacher cannot guide or explain it in detail so, the teacher can only provide Task Based Instruction.

Moreover, there are also problems faced by teachers during the learning process using WhatsApp group platform such as many the students are passive, constrained by signals, the material cannot be explained properly because there is not direct interaction for questions and answers, using WhatsApp for learning English, especially writing skills has not been effective because the material cannot be delivered directly, so it is difficult to apply the method or techniques that allow students to understand the material more easily and some students who cannot afford the quota.

Table 1.1

Data on the Results of Writing Skill using WhatsApp Group as a Platform During the Covid-19 Pandemic Based on the Pre-survey of Class XI IPA-1 Students at SMA N 1 Trimurjo.

No.	Name	Score	Explanation
1.	CAR	80	Excellent
2.	HF	79	Good
3.	UL	77	Good
4.	VAM	72	Good
5.	BI	70	Good

6.	FP	88	Excellent
7.	LC	75	Good
8.	FYP	70	Good
9.	DAL	60	Fair
10.	NP	65	Fair
11.	R	62	Fair
12.	AA	55	Fair
13.	MR	50	Poor
14.	PL	48	Poor
15.	AAD	45	Poor
16.	IKA	40	Poor
17.	MAG	39	Poor
18.	NS	41	Poor
19.	FF	50	Poor
20.	ZDB	30	Poor
21.	AP	33	Poor

(Source: teacher's archive, taken on June, 21st 2021)

Based data pra-survey, on June 21st 2021 in SMA N 1 Trimurjo, the researcher got English score data from the English teacher. The minimum standard criteria for English is 70, and from the result of pre-survey of 21 students from XI IPA 1 at SMA N 1 Trimurjo. We can see that there are 8 students passed in level for the score > 70 by percentage 38 %, and 13 students fail in level for the score < 70 by percentage 61 %. It means the most of the students get low score using WhatsApp group as a platform.

The use of Whatsapp group learning platform is considered a learning strategy that can create a pleasant situation in the English learning process,

will encourage students and improve students' writing skills. Based on this background, the research entitled **“The Effectiveness of Using WhatsApp Group As a Platform To Teach The Students Writing Skill At Senior High School 1 Trimurjo Central Lampung”** needs to be done to determine the effectiveness of using whatsapp grub learning platform in learning writing skills.

B. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow :

1. The students not active in learning process.
2. The signal is constrained so that students cannot take online class.
3. The material cannot be explained properly because there is not direct interaction for questions and answers.
4. The methods or techniques that do not allow to be applied in online learning.
5. Some students who cannot afford the quota.

C. Problem Limitation

Based on the problems above, the researcher focus on the WhatsApp group chat effective as a platform used to teach the students writing skill and extent is the effectiveness of the WhatsApp group chat as a platform for teaching students writing skill for the 11th grade of Seniro High School 1 Trimurjo Central Lampung. In this case, the researcher would like to conduct

the research with the title “The Effectiveness of Using WhatsApp Group As a Platform to Teach the Students Writing Skill At Senior High School 1 Trimurjo Central Lampung”.

D. Problem Formulation

The problem formulation of this research as follows :

1. Is WhatsApp group chat effective as a platform used to teach students writing skill for the 11th grade of Senior High School 1 Trimurjo Central Lampung?
2. What extent is the effectiveness of the WhatsApp group chat as a platform for teaching students writing skill for the 11th grade of Senior High School 1 Trimurjo Central Lampung?

E. Objective and Benefits of the study

1. Objective of the research

Based on the formulation of the study, the objective of study as follows :

- a. To know whether WhatsApp is effective or not on students writing skill for the 11th grade of Senior High School 1 Trimurjo Central Lampung.
- b. To know what extent is the effectiveness of the WhatsApp group chat as a platform for teaching students writing skill for the 11th grade of Senior High School 1 Trimurjo Central Lampung.

2. Benefits of the research

a. For the teacher

For the teachers, this research can be used as a reference material to develop creativity in the use of online platform as a means for learning in schools, especially in learning English.

b. For the student

Students can know the effectiveness of using WhatsApp platform in learning writing during online classes and measure how far their skills are in writing skills.

c. For the other Researchers.

As a reference for the other researchers who are interested in the similar or related topic can use this research as the reference and information for the future research.

F. Prior Research

This research was conducted by considering several prior previous studies. The first prior research is conducted out by Ani Susanti, Ali Tarmuji (2016) who conducted a research entitled “Techniques of Optimizing WhatsApp as an Instructional Tool for Teaching EFL Writing in Indonesian Senior High Schools”.

The first prior research has similarities and differences with this study. The similarities between first prior research and this study are research writing skills and to Senior High School. And the differences between this study and first prior research in the research sample and content. This research was

involve the eleven grades at Senior high school 1 Trimurjo as a research sample. While, the first previous research involved the in Indonesian Senior High School.

The research was study about The Effectiveness of Using WhatsApp Group as a Platform to Teach the Students Writing Skill at Senior High School 1 Trimurjo. While, the first previous research study about Techniques for writing activities to form in Indonesian Senior High School students develop writing skills using WhatsApp. In addition, this first research is to find out three techniques in writing skill such as pre-writing activity, writing activity and post writing activity. These three techniques help in learning to write English and optimizing the features on WhatsApp.¹

The second prior research was done by Sabri Thabit Saleh Ahmed (2019) who conducted the same research on the topic of The Effectiveness Using WhatsApp to Teach Writing. The title of her research is “WhatsApp and Learn English: a Study of the Effectiveness of WhatsApp in Developing Reading and Writing Skills in English”. The similarities between second prior research and this study are research the effectiveness using WhatsApp. The differences between this study and second prior research in the method, sample and content. This research was using Quantitative as a research methods. While, the second previous research was using practical work as a research methods.

¹ Ani Susanti and Ali Tarmuji, “*Teaching EFL Writing in Indonesian Senior High Schools*”. International Journal on Studies in English Language and Literature (IJSELL).Vol 4. No. 10 Oktober 2016.

In addition, this research was involve the eleven grades at Senior high school 1 Trimurjo as a research sample. While, the second previous research involved the twenty students of Sarjana Pendidikan (S.Pd) in English Education Department in Radfan College of Education. And the research was study about The Effectiveness of Using WhatsApp Group as a Platform to Teach the Students Writing Skill at Senior High School 1 Trimurjo. While, the second previous research study about WhatsApp and Learn English a Study of The Effectiveness of WhatsApp in Developing Reading and Writing Skills in English.

In addition, this second research is to find out WhatsApp English platform group is very effective in developing students' reading and writing skills as it helps students to develop their vocabulary, grammar, reading comprehension and writing skills.²

The third prior research was done by M. Syaichul Muchyidin, Muslih Fajri (2021) who conducted the same research on the topic of The Effectiveness Using WhatsApp to Teach Writing. The title of his research is "The Effectiveness of WhatsApp Messenger to Teach Writing at MA Sejahtera". The similarities between third prior research and this study are research The Effectiveness using WhatsApp to Teach Writing. And the differences between this study and third prior research in the method, sample and content. This research was using Quantitative as a research methods.

² Sabri Thabit Saleh Ahmed, "WhatsApp and Learn English : a Study of The Effectiveness of WhatsApp in Developing Reading and Writing Skills in English". ELS Journal on Interdisciplinary Studies on Humanities. Vol. 2 No. 2 (2019), p. 148-156.

While, the third previous research was using pre-experimental design as a research methods.

In addition, this research was involve the eleven grades at Senior High School 1 Trimurjo as a research sample. While, the third previous research involved the tenth grades at MA Sejahtera Pare Kediri. And the research was study about The Effectiveness of Using WhatsApp Group as a Platform to Teach the Students Writing Skill at Senior High School 1 Trimurjo. While, the third previous research result is able to be shown, the writing of the students that is taught by WhatsApp messenger in only teaching is very good category of post with the mean score 81.06. There are the significant differences between pre-test and post-test in writing. The result of paired samples t-test is as the proof which the value of sig. 2-tailed has been lower than alpha level of 0,05. WhatsApp messenger has been effective to be used for teaching English in writing on report text for tenth grade students of MA Sejahtera Pare-Kediri.³

Based on some of the prior research above, it can be seen that a lot of research on WhatsApp platform. However, not much has been done on the effectiveness of WhatsApp groups. Therefore, the researcher try to do research about “The Effectiveness of Using WhatsApp Group as a Platform to Teach the Students Writing Skill at Senior High School 1 Trimurjo Central Lampung”.

³ M. Syaichul Muchyidin and Muslih Fajri, "The Effectiveness of WhatsApp Messenger to Teach Writing at MA Sejahtera Pare-Kediri". *Inovish Journal*. Vol. 6.No. 1.Juni 2021.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Teaching English as a Foreign Language

Brown states that learning EFL is a long and complex undertaking, whole person is effected as you struggle to reach beyond the confines of your first language and into new a language, a new culture, new way of thingking, feeling and acting.⁴ From the definition it can be concluded that learning and teaching English as a foreign language is not easy to learn because it is not just learn the language but learning the culture and norms of the country.

Furthermore, not only that definition but also the researcher got the other definition of teaching language from an expert Jack C. Richards and Willy A. Renaldy on book *Methodology in Language Teaching An Anthology of Current Practice*, they said language teaching can be conceived in many different ways for example, as a science, a technology, a craft or an art.⁵ That the definition above, it can be concluded that teaching language is very broad, not just studying the language, but the scope is broad, even for science, technology, crafts or arts.

From all the expert opinion above it can be concluded that teaching English as a second language is very important and complex thing, because we are not just learning language but the culture of the country. In addition,

⁴ H. Douglas Brown, *Principle of Language learning and Teaching*, 4th ed. Wesley logman.2000, p.1.

⁵ Richards, Jack C and Willy A. Renaldy, *Methodology in Language Teaching An Anthology of Current Practice*.(Cambridge University Press 2002), p. 19.

language also has a very broad scope such as science, technology crafts or arts, not just words.

B. Concept of Writing

1. The Definition of Writing

Writing is one language skill which is defined by Brown as the graphic representation of spoken language and the written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.⁶ From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill.

In addition, according to Nunan writing is a communication tool that aims to express and impress. The author produces products with the aim of expressing his thoughts, so it can be said that the product is used to convey or communicate certain messages. In addition, the author produces the written product to convey an impression to the reader.⁷ Based on the explanation above, it means that Writing is a communication tool that is expressed through thoughts to convey certain messages in the form of written products.

Moreover, according to Ana Munoz et al says “ Writing is an essential highly valued as a powerful means of self expression as well as support for future learning”.⁸ Based on the explanation above, it means that Writing is

⁶ Saptiana Ayu Ramadani, “ *Improving Students’ Writing Ability in Writing Descriptive Texts Through Field Trip At SMA N 1 Godean*”. (University Yogyakarta), 2013.

⁷ Nisa Anjani, “*The Use of WhatsApp as Learning Media in Improving Students’ Writing Skills*”. Academia (Accelerating the World’s Research).

⁸ Ana Munoz et.al, *Guidelines for Teaching and Assessing Writing*. Modelin, 2006, p.15.

a way to channel all the ideas you have and write them down, so that they can be enjoyed by readers.

Furthermore, writing is a part of the process of negotiating what is to be taken as accepted knowledge within a discipline and this is best achieved through modes of expression that have become conventionalised through the particular social and cultural contexts in which they arise.⁹ This means that, writing is a complex process of acquiring the input of science from social culture in accordance with its context. Writing is a process of exploration that offers benefits to students and content area teachers alike.

Based on the all expert explanation above, the researcher concluded that writing is an activity to expressing all ideas, opinions, producing sentences that are in accordance with grammar and concepts through writing, which uses letters, words, sentences language to convert message.

2. The indicators of students writing as the following :
 - a. Determine the topic of text.
 - b. Develop a text to be more interesting.
 - c. Examining content and structure of text.

⁹ Martin Hewings, *Academic Writing in Context* (London : Continuum), p. 10.

3. Process of Writing

There are three steps of writing process, as follows :¹⁰

a. Preparing to write

Most writing some requires some preparation. How long you spend this preparation, and what you do, largely depend on your reader, your purpose, the content and the writing situation. For example, a quick message to a friend requires different preparation from a letter to company applying for a job. The idea below will be useful to you in preparing to write.

b. Drafting

The drafting stage is where you really begin writing. The most important thing here is to get word into paper. It is not the time to worry about spelling, grammar, punctuation or the best wording.

c. Revising

The revising stage is where you check that :

- 1) Writer have said what you wanted to say
- 2) Writer have said it in a clear and appropriate way

Revising might take place while you are drafting or after you have finished a draft. This unit look at some of the changes you might make and suggest ways to make your revising more effective. Furthermore, there are some process of writing is preparing to write, drafting and revising. In process of writing should be more noted in

¹⁰ Kristine Brown and Susan Hood, *Writing Matters : Writing Skill and Strategies for Students of English* (Hongkong : Press syndicate), p. 7-20.

write to produce a good and correct writing. In addition, ideas that are in people's mind will be very useful and beneficial if from the beginning there has been preparation in writing.

4. Writing Assessment

Assessment of students' progress in school has been an important part of education which affects students, parents, teachers, administrators and even educational policy makers. Language assessment is the practice of evaluating the extent to which learning and teaching have been successful, focusing on what learners can do with the language, on their strengths rather than their weakness.¹¹ From the definition it can be concluded that the Language assessment is an activity to evaluate the ongoing learning process to find out whether the learning has been successful or not.

5. Scoring Rubric for Writing.

Table 2.1
Scoring Rubric for Writing

	Excellent to very good	Good to average	Fair to poor	Very poor
Content	30-27	26-22	21-17	16-13
Organization	20-18	17-18	13-10	9-7
Vocabulary	20-18	17-14	13-10	9-7
Language use	25-22	21-19	17-11	10-5
Mechanics	5	4	3	2

¹¹ Dina Tsagari. et.all, *Handbook of Assessment for Language Teachers*. (Project Coordinator and Partners TALE Project, 2017), p. 184.

C. Definition of Platform

Platform is a digital container that is widely used by humans for various purposes. Simply understanding, platform is a container which is used to run a system in accordance with the program plan already made. For example, for activities online learning, then the platform that used on a digital basis. While digital platforms are a collection of software that forms a certain system. This software can be opened on a pc or android system. If it's on android system, digital platform can application form. This digital platform most popular with many people.¹²

Based on the explanation above, the researcher concludes that the platform is a digital container that is used by people to run a system in accordance with the program plan that has been made. However, such as the WhatsApp platform which is most used by people.

D. Concept of WhatsApp

1. The Definition of WhatsApp

The outbreak of Covid-19 in Indonesia has had a significant impact. This impact was also felt by all schools in Indonesia, especially for senior high school 1 Trimurjo. there is an appeal to carry out all teaching and learning activities at home and replace it with online class. By holding this online class, teachers are required to be creative and innovative in online learning because the teacher must provide students

¹² Eka Angga, “*Implementation of Digital Platform as Media Online Learning at MI Muhammadiyah Pk Kartasura During the Covid-19 Pandemic*”. *Journal Pembelajaran dan Pengembangan Diri*. ISSN 2797-1082.

with activities that can stimulate students' brains. So that, when they return to their original activities, students are ready to start again learning. There are several platform used in the implementation of online learning activities in senior high school 1 Trimurjo, such as google classroom, zoom, google meet and WhatsApp.

WhatsApp is one of the most widely used sosial media users, including educators and students. This application can be an alternative in implementing online learning. Moreover, according to Yeboah and Ewur WhatsApp is a multiplatform mobile messaging apps that allows the user to have message. It is used by creating group among members of WhatsApp users.¹³ Based on the explanation above, it means that WhatsApp is a platform that most of used by people and has many advantages.

In addition, according MhandeniandMwakapina says students are always afraid to make mistakes while they are learning, but using the WhatsApp application makes them feel relaxed among friends. In this case, they tend to participate and learn more, especially those that do not require face to face interaction.¹⁴ Based on the explanation above, it means that WhatsApp in learning English online can be an easy and effective platform for to teach English learning for students.

¹³ Safi Isrofiyah, et.all, "*The Effectiveness of WhatsApp on Problem Posing Learning Towards Students' Motivation and Cognitive Learning Outcome in Stoichiometry Material*". Jurnal Pendidikan Sains. Vol. 5. No.4. December 2017, p. 135-141.

¹⁴ Deddy Supriady, "*Analysis of the Effectiveness of WhatsApp in Improving Online English Learning*". Aksara : Jurnal Bahasa dan Sastra. 21:2 (2020), 185-190. P-ISSN: 1411- 2051 / E-ISSN: 2620-3928 Univeristy Lampung, p. 2.

Moreover, according to MistardanEmbi state that WhatsApp has many benefits for students, it also allows improving student learning performance in a way to promote the development of active learning in WhatsApp conversations or discussion.¹⁵ Based on the explanation above, it means that WhatsApp has many benefits for students and teachers, especially to improve student learning.

Based on the all explanation above, the researcher concluded that WhatsApp one of the most widely used social media users, including educators and students and as a platform of online learning for the students at Senior High School 1 Trimurjo. In addition, WhatsApp platform is easy to used and many benefits for online learning for students and teachers.

2. The Advantages and Disadvantages of Using WhatsApp platform.

Tabel 2.2
There are four Advantages and four Disadvantages as follows ¹⁶.

No	Advantages	Disadvantages
1.	WhatsApp is the alternative for engaging e-learning classes.	Need extra time to prepare the material.
2.	It facilitates students in motivating students to learn English, especially in writing skills.	Some students as a silent reader and do not participate in the discussion.
3.	It helps students to overcome their fear of using the language through sharing	Copy and paste of the tasks often occur, the teacher should be careful about this.

¹⁵ Deddy Supriady, "Analysis of the Effectiveness of WhatsApp in Improving Online English Learning". Aksara :Jurnal Bahasa dan Sastra. 21:2 (2020), 185-190. P-ISSN: 1411- 2051 / E-ISSN: 2620-3928 Univeristy Lampung, p. 5.

¹⁶ Cicih Nureni and Lia Nurmalia, "Utilizing WhatsApp Application In English Language Learning Classroom". Journal of English Language Literature and Teaching. Vol.4. No. 1, April 2020.

	information and discussion.	
4	It helps students to believe in their abilities and to have confidence.	Lack of students' attention of the material given from the teacher. It means not all students learn from the materials.
5.	It enables students to learn from their colleagues' mistakes.	The instructor must always be cautious and patient to control the group.

E. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in the research, first one is independent variable (X) and second one is dependent variable (Y). The independent variable is WhatsApp group and dependent variable is writing skill. Writing skill is productive skill as spoken skill. Writing is a productive skill as a speaking skill. In addition, Writing is a communication tool that is expressed through thoughts to convey certain messages in the form of written products.

Based on the theories used in this chapter, the writer assume that using WhatsApp group platform to teach the students' writing skill is an effectiveness. One of the qualities of this using WhatsApp platform to teach students writing skill is the students make a group in WhatsApp to sharing and discussion with thus the students will be more active in online learning.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

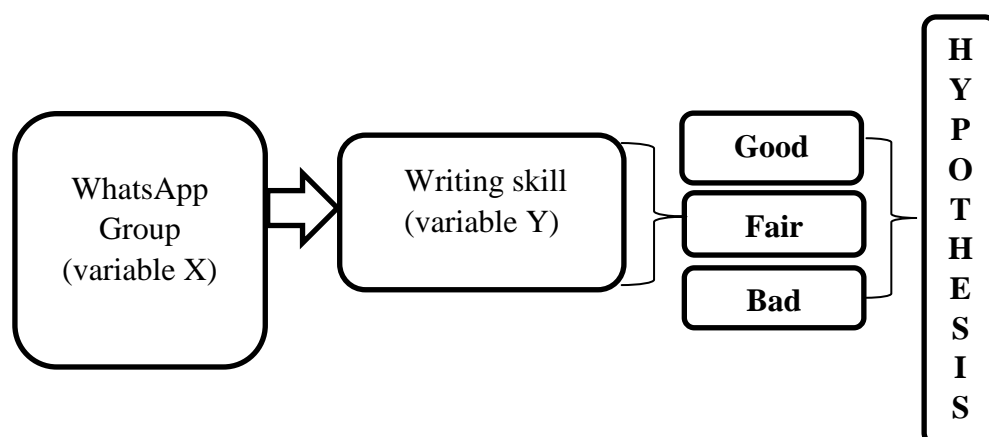


Figure 2.1

The Paradigm of The Effectiveness Of WhatsApp Group As a Platform To Teach The Students Writing Skill At SMA N 1 Trimurjo Central Lampung.

Based on the paradigm above, it can be described that the use of The Effectiveness of WhatsApp group as a platform to teach the students' writing skill at Senior High School 1 Trimurjo Central Lampung.

The researcher assumes that if teaching by WhatsApp group as a platform to teach the students' writing skill is good category, WhatsApp group influences toward students' writing skill. So, there is positive and significant influence or effectiveness of using WhatsApp group as a platform toward students' writing skill. Moreover, if teaching by using WhatsApp group as a platform toward students' writing skill is bad category, WhatsApp group does not influences or not effective toward students' writing skill. So, there is no positive and significant influence of using WhatsApp group as a platform toward students' in writing skill.

F. Hypothesis Formulation

Hypothesis are possible answer we expect to get after we have carried out our research project. Based on the statement above, there are two forms of hypothesis. They are null hypothesis and alternative hypothesis. Null hypothesis means that there is no difference between two variables. Alternative hypothesis means that there is correlation between two variables. Therefore, the researcher formulates the hypothesis into alternative hypothesis. It can be said that there is positive and significant the influence of Effectiveness of WhatsApp Group as a Platform to Teach the Students' Writing Skill At SMA Negeri 1 Trimurjo.

Based on theoretical framework and paradigm assumptions above, the researcher formulates the hypothesis as follows:

H_0 : WhatsApp group was not effective on students' writing skill.

H_a : WhatsApp group was effective on students' writing skill.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher will use a quantitative research with the name quasi experimental design research. In a quasi experimental, the researcher used a control group and experimental group, but not random assignment of participants to groups. Participants into the two groups (for example, they may be in an indivisible whole group).¹⁷ In addition, the researcher used pre-test and post-test design approach in process of research. The researcher gave pre-test and post-test to the both of class, control and experimental classes to know the differences between two groups.

In this research the researcher used two classes, one class as an experimental class that gave treatment by using problem based learning method and the other one as a control class that got treatment by task based learning method. The researcher gave final test writing both in experimental class and control class after giving the pre-test. The research design is follows:

Tabel 3.1
Research Design

Control Class	Pre-test	Control Treatment	Post-test
Experimental Class	Pre-test	Experimental Treatment	Post-test

¹⁷ John W, Creswell. *Research Design: qualitative, quantitative and mixed methods approaches*, (Fourth Edition, SAGE Publication, 2014), p. 228.

B. Population, Sampling and Sample

SMA Negeri 1 Trimurjo, Lampung Tengah, Lampung. It is selected as the research setting because the location are reachable for researcher to conduct the researcher, this is one senior high school in Trimurjo.

1. Population

The population in this research will take all the students at eleven grade of SMA Negeri 1 Trimurjo, Lampung. The number of the entire students is 145. The population of the research were as follow :

- a. Class IPA 1 with the number of 21 students.
- b. Class IPA 2 with the number of 25 students.
- c. Class IPA 3 with the number of 25 students
- d. Class IPS 1 with the number of 21 students.
- e. Class IPS 2 with the number of 23 students.
- f. Class IPS 3 with the number of 30 students.

2. Sampling

Sampling is the process done to choose and take sample correctly from population, so that it can be used as valid representative to the population. In determining the sample, the research took out two classes from the population. The samples of this research will divid in two classes, one class as an experimental class which would taught by using problem based learning method, while the other class as an control class which would taught by using task based learning method. The procedure that the researcher will use cluster random sampling is as follow:

- a. Based on the interviews with Restuning as a English teacher, she directed to conduct research in class XI IPA 1 and XI IPA 2. Because the class, the students are active during learning and easy to communicate because of high learning spirits
 - b. I write down the name of the class XI IPA 1 and XI IPA 2 to determined the experimental class and the other one as control class.
 - c. Then, rolling the paper and putting them into a can.
 - d. Shaking the can well, then dropping two rolles paper and determining them as an experimental class and one more as a control class.
 - e. The first paper was XI IPA 1 as the experimental class and the second paper was XI IPA 2 as the control class.
3. Sample

According to Donal Ary states that sample is a portion of a population.¹⁸ So, sample is the small group of population that will be researched. The samples of this research would divided in to two classes, first class was XI IPA 1, there are 21 students and as an experimental class which would be taught by using problem based learning method, while the other class was XI IPA 2, there are 25students as a control class which would taught by using task based instruction method.

¹⁸ Ary Donald, et.all, *Introduction to Research in Education*, (Second Edition, United States of America), p. 129.

C. Definition of Operational Variable

Operational definition of this research variable as follows:

1. Independent Variable

Independent variable is the major variable which hope to investigate. It is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is Whatsapp group the variable X.

2. Dependent Variable

Dependent variable is a kind of variable that depends on the independent variable; they are the outcomes or results of influence of the independent variable. Dependent variable of this research is writing skill the variable Y.

D. Data Collecting Technique

In data collecting technique, there had three steps as the following:

1. Observation

An important component in each scientific investigation is observation. In the context of science, observations mean more than just observing the world around us to get the idea for research. This strategy is hope that to get information about the learning process during the covid-19 pandemic, the facilities of there and the other. In this research the writer is only one participant to observe at eleven graders of SMA N 1 Trimurjo in academic years 2021/2022.

2. Test

Test will usually performe by using element of the survey and determining how it work. There are use two tests in this research as follows:

a. Pre-test

Pre-test is to know the students' writing skill before the treatments. The test would done by asking the students' to write their descriptive text in whatsapp group as a platform based on the titles that is provide. The scoring based on the harmony of content, organization, language, and form of writing. The result of this test will be written in the scoring column on the paper.

b. Post-test

Post-test is to know the WhatsApp group is effective or not on students' writing skill after they got treatment by using problem based learning and task based instruction learning method in WhatApp platform. The system and degree of difficulty of post-test are same as pre-test,because both of them are use to measure the students' writing skill using WhatsApp group as a platform to teach the students' writing skill.

3. Documentation

In this research, documentation is a form of activity or systematic process in search, investigate, compiling and providing document to obtain knowledge, information and evidence in this research. The instrument use

for documentation is such as notes, photos, archives and data from internet.

- a. The history of SMA N 1 Trimurjo.
- b. The condition teachers and official employees in SMA N 1 Trimurjo.
- c. The quantity of the students of SMA N 1 Trimurjo.
- d. Organization structure of SMA N 1 Trimurjo.
- e. The regulation of SMA N 1 Trimurjo.

E. Procedure of The Research

1. The procedures is this research as follow:

- a. Observation

In observation, the researcher did the research at school, and to find out whether the population and sample.

- b. Determining the population

The population are the students at eleven grade of SMA Negeri 1 Trimurjo. For the research, the researcher took sample 21 students from class XI IPA 1 and 25 students from class XI IPA 2 and total of sample are 46 students.

- c. Preparing the test and conducting it.

The researcher conducted test methods using WhatsApp group as a platform in the experimental class XI IPA 1 and control class XI IPA 2. The test did by using same topic about descriptive text. It had purposes to determine a students' basic of students knowledge English material especially writing skill.

2. Application

After making plan, the researcher tried to apply the research procedure. There are several steps in conduct this research, as the follow:

- a. In the first meeting on the WhatsApp group, the researcher gave pre-test to the students using WhatsApp group as a platform. This test is in the form of a text that consists of minimally 80-100 words in 60 minutes.
- b. In the second meeting on the WhatsApp group, the researcher gave conducted the treatment by using problem based learning method in the experimental class and the other class conducted the treatment by using task based learning method in control class using WhatsApp group as a platform.
- c. In the last meeting on the WhatsApp group, the researcher gave post test using WhatsApp group as a platform. This test is in the form of a text that consist of minimally 80-100 words in 60 minutes.

3. Reporting

The next steps is reporting. There are three steps which done in reporting. The steps as the following:

- a. Analyzing the data that received from pre-test and post-test.
- b. Making a report of the findings.
- c. Comparing the result from pre-test and post-test.

F. Data Analysis Technique

The data obtained from class control and experimental class research would be analyzed with SPSS version 20 to answer the question “is there any positive effect or effectiveness of using whatsapp group as a platform to teach the students writing skill at SMA Negeri 1 Trimurjo”. Researcher used independent samples t-test to analysis score between control class and experimental class. Independent samples t-test is use to determine whether there are a difference in the mean of two unpaired samples. In this research researcher used parametic statisticial significance tests.

The researcher found the formula manual SPPS version 20 The formula as follow:

T_{hitung} formulation :

$$t_{hitung} = \frac{A - B}{\sqrt{\frac{S_A^2}{N_A} + \frac{S_B^2}{N_B}}}$$

A or B : mean class A or B
 S_A^2 or S_B^2 : Variance A or B
 N_A or N_B : Sum total class A and B
 Where :

If $t_{hitung} > t_{tabel}$ so H_o is rejected so that, there is significant two class

If $t_{hitung} < t_{tabel}$ so H_o is accepted so that, there is no significant two class

T_{tabel} Formulation :

$$T_{tabel} = t_{0,05} (dp)$$

dp : degree progress or degree burden

1. Prerequisite Test

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹⁹ Based on definition above, to get the accurate result, the researcher had to do some tests such as normality test and homogeneity test before analysis the data.

a. Normality test

Test for normality calculate the probability that the sample is draw from the normal population. The researcher used SPSS version 20 to analysis normality test.

Ho: If the significance value $< 0,05$, the data will not normal

Ha: If the significance value $> 0,05$, the data will normal

The criteria of acceptance or rejection of normality test as following :

Ho was accepted if $\text{sig} < \alpha = 0,05$

Ha was accepted if $\text{sig} > \alpha = 0,05$

b. Homogeneity

The Homogeneity Test is the test performed to determine two or more of the data samples comes from the population has variants the same (homogeny). In this research, the research used statistical

¹⁹ M. Erceg-Hum, *Modern Robust Statistical Method*. (Crawley: American Psychological Association, 2008), p. 591

computation by using SPSS version 20 (Statistical Package for the Social Sciences).

The hypotheses for the homogeneity test as following:

H_a = The variance of the data was homogeneous

The criteria of acceptance or rejection of hypothesis test asfollowing:

H_o was accepted if $\text{sig} < \alpha = 0,05$

H_a was accepted if $\text{sig} > \alpha = 0,05$

2. Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data is analyze by using sample T-test, to know the significances of the treatment effect. If our significances is less than 0,05 to indicated statistical significances.²⁰ The researcher used SPSS version 20 (Statistical Package for the Social Sciences) to proress the data in normality test, homogeneity test and T-test.

The Researcher Formulates The Hypothesis as follows:

H_o :WhatsApp group was not effective on students' writing skill.

H_a :WhatsApp group was effective on students' writing skill.

The criteria of acceptance or rejection of hypothetical test were :

H_a was accepted if $\text{sig} < \alpha = 0,05$

H_o was accepted if $\text{sig} > \alpha = 0,05$

²⁰ Daniel Mujis, *Doing Quantitative Research In Education With Spss*. London. 2004 .p. 134

The writer would apply inferential statistic to find out the significant different between post-test in experimental class and post-test in control class. The formula as follow:

$$t = \frac{\text{Observed difference between sample means}}{\text{standard error of the difference between the means}}$$

Or

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{X}_1 - \bar{X}_2}}$$

\bar{X}_1 = is the mean for sample 1

\bar{X}_2 = is the mean for sample 2

$S_{\bar{X}_1 - \bar{X}_2}$ = is the standard error of the difference between the means²¹

²¹ Timothy C, Urdan. *Statistic in plain English* (London :Lawrence Erlbaum Associates), p. 93.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Brief Story of SMA N 1 Trimurjo

This research was conducted at SMA N 1 Trimurjo. Based on the document, SMA N 1 Trimurjo is the only public high school in the Trimurjo sub- district, Central Lampung Regency, Lampung.

This school was located in the village of Simbarwaringin11 f, Trimurjo sub-district. Founded in 2001 or more precisely has been established for 20 years. In this history, SMA N 1 Trimurjo has experienced 5 changes in school principals including:

- 1) Drs. Dedy Irawan (2002-2010)
- 2) Drs. Tri Hartoto (2010-2011)
- 3) Drs. Puryanto (2011-2016)
- 4) Didi Nuryadi, M.Pd (2015-2020)
- 5) Iman Abiwooro, S.Si (2020- Until Now)

This school is one of the high schools that implements the Full day school system. Students enter from 7.15 a.m. to 3.15 p.m. This means that by using this system students only attend school until Friday while for Saturdays and Sundays students can continue studying at their respective home. In addition, during this covid-19 pandemic, the system at SMA N 1 Trimurjo forced to apply learning

process from home by using platform such as :WhatsApp, google classroom, zoom and google meet.

b. Vision, mission and goals of SMA N 1 Trimurjo

1) Vision :

The vision of SMA N 1 Trimurjo is to realize “ONE” human resources (healthy, noble character, skilled and superior)

2) Mission :

a) Equip school facilities and infrastructure.

b) Create a harmonious school community.

c) Realizing the behavior of school residents in accordance with applicable regulations.

d) Develop the potential of students.

e) Prepare adaptive learning models.

3) Goals :

a) Produce sklsnp with national standard.

b) Obtain academic and non-academic achievements at the district, provincial and national levels.

c) Produce a national standard school curriculum.

d) Produce human resources who have national standard competencies and qualifications.

e) Have educational facilities of national standard.

f) Produce an assessment system in accordance with the demands of the national standard curriculum.

g) List of Teachers and Staff of SMA Negeri 1 Trimurjo

SMA N 1 Trimurjo was a senior high school located in Trimurjo. This school has a lot of total 77 teachers and staff.

It was to supported the learning process activities for students.

As for the details as following:

Table 4.1

Condition of Teachers and Staff of SMA Negeri 1 Trimurjo

No	Condition of teachers and staff	Total
1.	Permanent teachers (PNS)	63
2.	Permanent teachers (Honor)	2
3.	Staff Administration (PNS)	4
4.	Staff Administration (Honor)	3
5.	Gardener	3
6.	Security	2
	Total	77

Source : Administration of SMA N 1 Trimurjo, taken on

January, 4th 2021

c. The Infrastructure Facilities

Overall, the facilities and infrastructure available at SMA Negeri 1 Trimurjo was enough adequate, it can be seen from the list supporting infrastructure under the learning process below:

Electrical Power : 6,000 volts

Surface area : 15,000 M²

Tabel 4.2**Condition of Facilities and Infrastructure at SMA Negeri 1 Trimurjo**

No	The Building name	Total	Building Condition		
			Good	Lightly Damaged	Badly Damaged
1	Classroom	20	14	3	3
2	Library room	1	1		
3	Chemistry laboratory	-	-		
4	Physics laboratory	-	-		
5	Language laboratory	-	-		
6	Biology laboratory	1	1		
7	Computer laboratory	1	1		
8	Principal's office	1	1		
9	Teachers room	1	1		
10	Mosque	1	1		
11	Administration room	1	1		
12	School Health Unit room	1	1		
13	Counseling Guidance room	1	1		
14	Teacher toilet	5	5		
15	Student toilet	11	11		
16	Sports Equipment room	1	1		
17	Warehouse	1	1		

Source : Administration of SMA N 1 Trimurjo, taken on January, 4th 2021

B. Result of the Research

1. Result of Pre-test in Experimental Class

The pre-test was administered on Saturday, January 8th 2022. It was the first meeting, the writer conducted pre-test order to find out the Effectiveness of WhatsApp group as a platform to teach the students writing skill. The scores of students text tested in pre-test in the experimental class could be seen below:

Table 4.3

Result of Pre-test in Experimental Class

No.	Scale of Scores	Total of students	Percentage
1.	41- 43	3	14,28 %
2.	44 – 46	1	4,76 %
3.	47 – 49	0	0 %
4.	50 – 53	6	28,57 %
5.	54 – 56	0	0 %
6.	57- 59	1	4,76 %
7.	60 – 62	4	19,04 %
8.	63 – 65	1	4,76 %
9.	66 – 68	1	4,76 %
10.	69 – 71	2	9,52 %
11.	72 – 74	0	0 %
12.	75 – 78	2	9,52 %
Total		21 Students	100 %
Maximum Score		78	
Minimum Score		41	
Median		57	
Standard Deviation		10,51	
Mean / Average		57	
Variance		110,52	

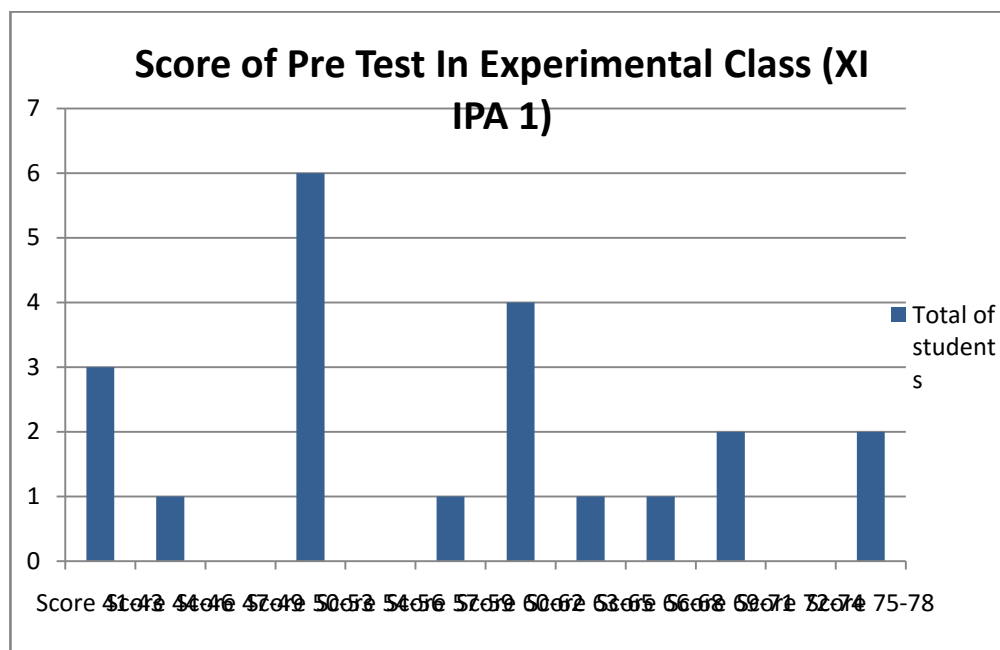


Figure 4.1
Result of Pre-test in Experimental Class

Based on table and figure, it could be seen that 3 students got score 41- 43 (14,28%), 1 students got score 44-46 (4,76%), 0 students got score 47- 49 (0%), 6 students got score 50- 53 (28,57%), 0 students got score 54- 56 (0%), 1 students got score 57- 59 (4,76%), 4 students get score 60- 62 (19,0410%), 1 students get score 63- 65 (4,76%), 1 students get score 66- 68 (4,76%), 2 students get score 69- 71 (9,52%), 0 students got score 72- 74 (0%) and 2 students get score 75- 78 (9,52%). The mean of pre-test in experimental class was 57.00, standard of deviation was 10.51 , N was 21students, median was 57.00 , variance was 110.52, minimum score was 41.00 and maximum score was 78.00. The minimum standard criteria for English is 70, and based on data above only 2 students (10%) got score

more than minimum mastery criteria (MMC). 19 students got score fail in level for the score <70 (78%), it means that most of students get low score.

2. Result of Pre-test in Control Class

The writer also gave pre-test in control class in the WhatsApp group to know the Effectiveness of WhatsApp group as a platform to teach the students writing skill. It was administered on Saturday, January 8th 2022. The scores of students text tested in pre-test in the control class could be seen below:

Table 4.4

Result of Pre-test in Control Class

No.	Scale of Scores	Total of students	Percentage
1.	41- 43	0	0 %
2.	44 – 46	1	4 %
3.	47 – 49	0	0 %
4.	50 – 53	6	24 %
5.	54 – 56	3	12 %
6.	57- 59	1	4 %
7.	60 – 62	4	16 %
8.	63 – 65	4	16 %
9.	66 – 68	0	0 %
10.	69 – 71	1	4 %
11.	72 – 74	1	4 %
12.	75 – 78	4	16 %
Total		25 Students	100 %
Maximum Score		78	
Minimum Score		41	
Median		57	
Standard Deviation		9,26	
Mean / Average		61	
Variance		85,76	

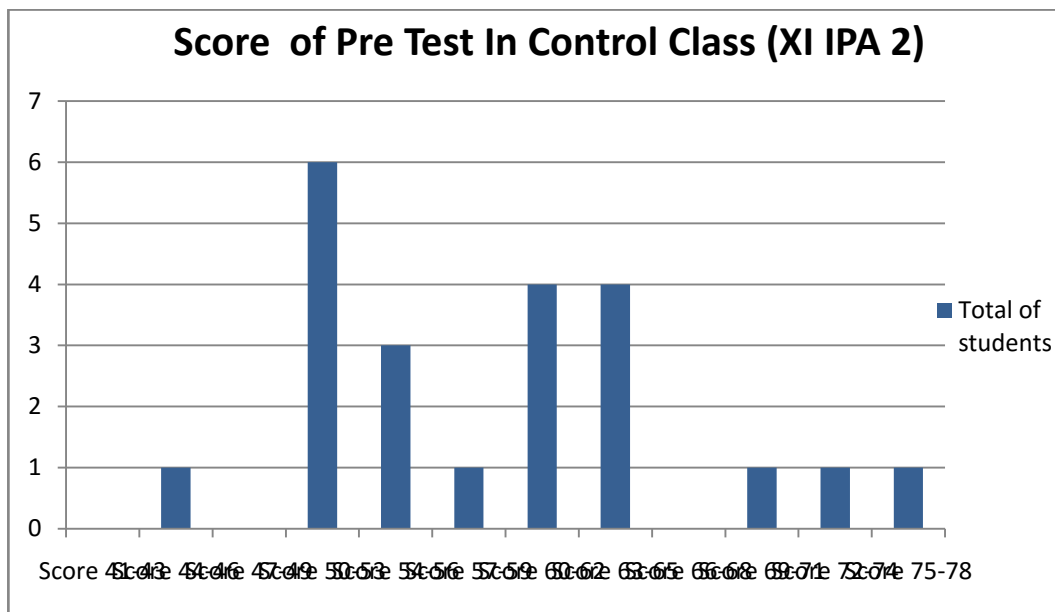


Figure 4.2

Result of Pre-test in Control Class

Based on table and figure, it could be seen that 0 students got score 41- 43 (0%), 1 students got score 44-46 (4%), 0 students got score 47- 49 (0%), 6 students got score 50- 53 (24%), 3 students got score 54- 56 (12%), 1 students got score 57- 59 (4%), 4 students got score 60- 62 (16%), 4 students got score 63- 65 (16%), 0 students got score 66- 68 (0%), 1 students got score 69- 71 (1%) and 1 students got score 72 – 74 (4%) and 4 students got score 75- 78 (16%). The mean of pre-test in control class was 61.00, standard of deviation was 9.26 , N was 25 students, median was 57.00 , variance was 85,76, minimum score was 41.00 and maximum score was 78.00. The minimum standard criteria for English is 70, and based on data above only 4 students (16%) got score more than minimum mastery criteria (MMC). 21 students got score fail in level for the score <70 (78%), it means that most of students get low score.

3. Data Analysis of the Treatment

a. First Treatment

The first meeting was held on Monday, January 17th 2022. Each treatment was carried out in the WhatsApp group. The researcher explained the material to the students about descriptive text and the generic structure of descriptive text. In addition, the researcher found that students were not active in WhatsApp group and were silent readers.

b. Second Treatment

In the second treatment was held on Tuesday, January 18th 2022. The researcher gave treatment to experimental and control classes. In the experimental class, the researcher gave treatment using a problem based learning method with a picture of a place “beach” then, the students described the picture into English, in the second treatment using a problem based learning method, the researcher found that 3 students respon in the WhatsApp group and the others students were silent readers.

In addition, in the control class researcher gave treatment using a task based learning method with a question please describes one of the your like places into English and try to identify the generic structure, in the second treatment using a task based learning method , the researcher found that students were active in responding to this

treatment with a question and answer session and some students try to answer the questions.

c. Third Treatment

In the third treatment was held on Wednesday, January 19th 2022. The researcher gave treatment to the two classes with different methods. In the experimental class, the researcher gave a question about a picture of a beach and a zoo, then the students chose one of the pictures to describe.

In addition, in the control class researcher gave question about describing a place that your have visted (such as : mosque, garden, zoo, school, hospital, etc). then, please identification the generic structure of descriptive text.

4. Result of Post-test in Experimental Class

The writer conducted post-test in order to find out the Effectiveness of WhatsApp group as a platform to teach the students writing skill after they got treatment by using problem based learning method in the WhatsApp group. The post-test was administered on Monday, January 24th 2022. The scores of students text tested in post-test in the experimental class could be seen below:

Table 4.5

Result of Post-test in Experimental Class

No.	Scale of Scores	Total of students	Percentage
1.	41- 43	0	0 %
2.	44 – 46	0	0 %
3.	47 – 49	0	0 %
4.	50 – 53	3	14,28 %
5.	54 – 56	3	14,28 %
6.	57- 59	3	14,28 %
7.	60 – 62	8	38,09 %
8.	63 – 65	2	9,52 %
9.	66 – 68	1	4,76 %
10.	69 – 71	0	0 %
11.	72 – 74	0	0 %
12.	75 – 78	1	4,76 %
Total		21 Students	100 %
Maximum Score		78	
Minimum Score		41	
Median		58	
Standard Deviation		5,59	
Mean / Average		60	
Variance		31,28	

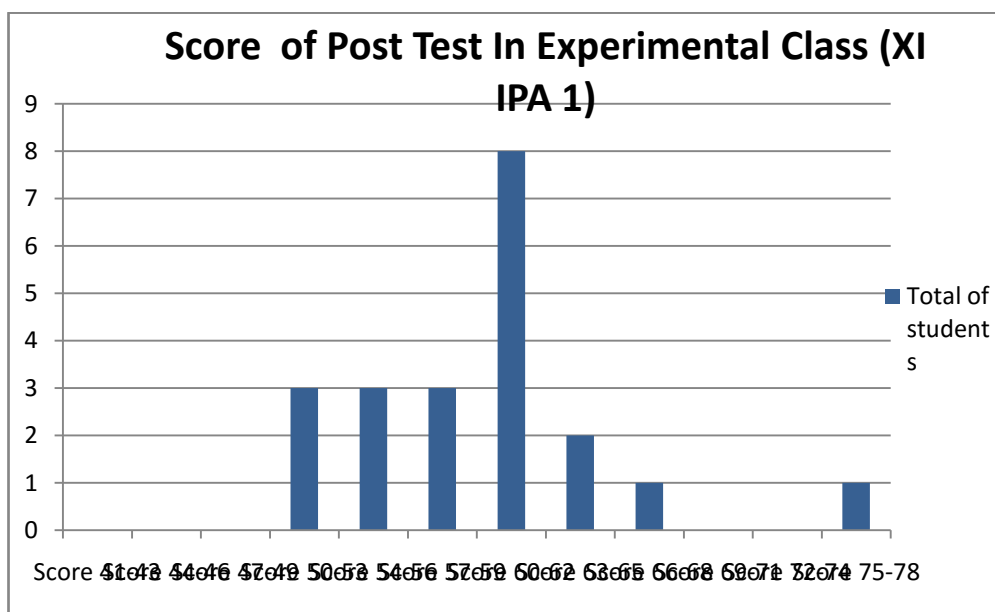


Figure 4.3
Result of Post-test in Experimental Class

Based on table and figure, it could be seen that 0 students got score 41- 43 (0%), 0 students got score 44-46 (0%), 0 students got score 47- 49 (0%), 3 students got score 50- 53 (14,28%), 3 students got score 54- 56 (14,28%), 3 students got score 57- 59 (14,28%), 8 students got score 60- 62 (38,09%), 2 students got score 63- 65 (9,52 %), 1 students got score 66- 68 (4,76%), 0 students got score 69- 71 (0%), 0 students got score 72 – 74 (0%) and 1 students got score 75- 78 (4,76%). The mean of pre-test in experimental class was 60.00, standard of deviation was 5.59 , N was 21 students, median was 58.00 , variance was 31.28, minimum score was 41.00 and maximum score was 78.00. The minimum standard criteria for English is 70, and based on data above only 1 students (4,76%) got score more than minimum mastery criteria (MMC). 20 students got score fail in level for the score <70 (78%), it means that most of students get low score.

5. Result of Post test in Control Class

The writer also conducted post-test in control class in order to find out the Effectiveness of WhatsApp group as a platform to teach the students writing skill after they got treatment by using task based learning method in the WhatsApp group. The post- test was administered on Monday, January 24th 2022. The scores of students text tested in post-test in the control class could be seen below :

Table 4.6**Result of Post-test in Control Class**

No.	Scale of Scores	Total of students	Percentage
1.	41- 43	0	0 %
2.	44 – 46	0	0 %
3.	47 – 49	0	0 %
4.	50 – 53	7	28 %
5.	54 – 56	3	12 %
6.	57- 59	1	4 %
7.	60 – 62	5	20 %
8.	63 – 65	1	4 %
9.	66 – 68	5	20 %
10.	69 – 71	2	8 %
11.	72 – 74	1	4 %
Total		25 Students	100 %
Maximum Score		74	
Minimum Score		41	
Median		54	
Standard Deviation		6,81	
Mean / Average		60	
Variance		46,48	

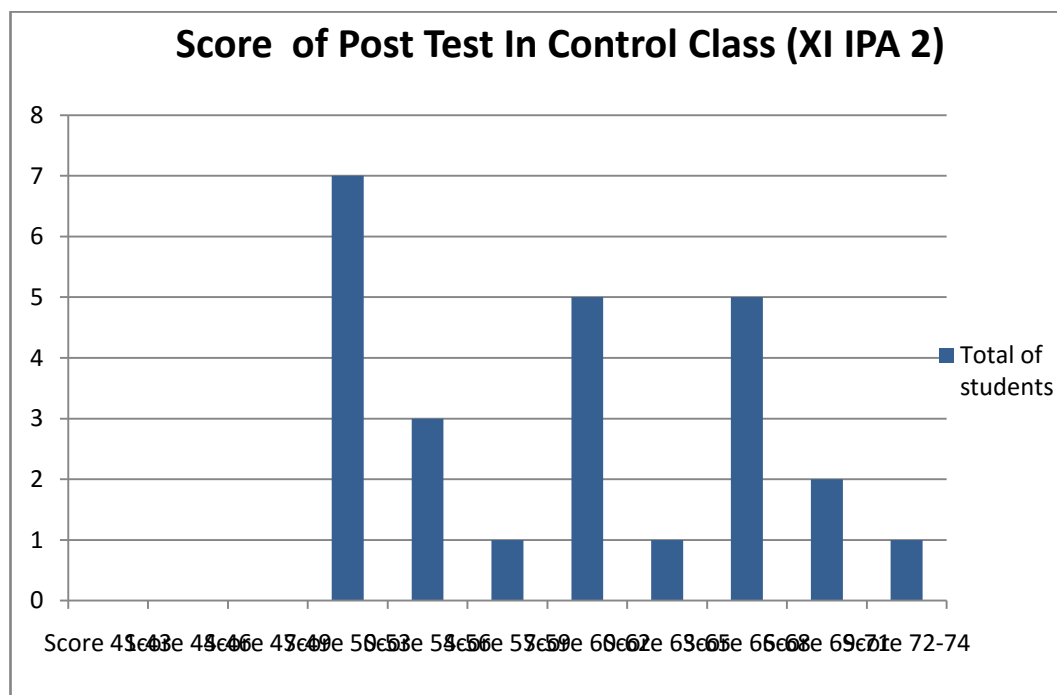


Figure 4.4

Result of Post-test in Control Class

Based on table and figure, it could be seen that 0 students got score 41- 43 (0%), 0 students got score 44-46 (0%), 0 students got score 47- 49 (0%), 7 students got score 50- 53 (28%), 3 students got score 54- 56 (12%), 1 students got score 57- 59 (4%), 5 students got score 60- 62 (20%), 1 students got score 63- 65 (4 %), 5 students got score 66- 68 (20%), 2 students got score 69- 71 (8%) and 1 students got score 72 – 74 (4%). The mean of pre-test in control class was 59.00, standard of deviation was 6.81 , N was 25 students, median was 54.00 , variance was 46,48, minimum score was 41.00 and maximum score was 74.00. The minimum standard criteria for English is 70, and based on data above only 1 students (4%) got score more than minimum mastery criteria (MMC).

24 students got score fail in level for the score <70 (74%), it means that most of students get low score.

C. Data Analysis

1. Result of Normality Test

The researcher tested normality test after got score of the students in writing skill using WhatsApp group as a platform at experimental class and control class. The normality test serves to determine whether the residual value was normally distributed or not.

a. The hypotheses are :

Ha : The data have normal distribution if sig value $> 0,05$

Ho : The data do not have normal distribution if sig value $< 0,05$

Table 4.7

Test of Normality

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Result Study of Students	1. Experimental Class	,085	21	,200*	,967	21	,675
	2. Experimental Class	,167	21	,131	,902	21	,038
	3. Control Class	,141	25	,200*	,938	25	,131
	4. Control Class	,139	25	,200*	,902	25	,020
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table, it can be seen that Sig. (p value) in the table of Kolmogrov- Smimova in experimental class was 0,200 and 0,131 than in control class was 0,200 and standard sig value is $> \alpha = 0.05$. It means that Sig. (p value) in both of classes was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

2. Result of Homogeneity Test

The homogeneity test is test performed to determine two or more of the data samples comes from population has variants the same (homogeny). The writer tested homogeneity test after she got score of student in experimental class and control class. The criteria of the test are follows :

Ho : The variance of the data is not homogeneous when $\text{sig} < \alpha = 0,05$

Ha : The variance of the data is homogeneous when $\text{sig} > \alpha = 0,05$

Table 4.8

Test Homogeneity of Variance

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
3,630	1	44	,063

Based on the results table obtained in the test of homogeneity of variance in the column, it could be seen that Sig. (p value) = 0,63 and standard sig value is $> \alpha = 0,05$. It means that Sig. (p value) in the test of homogeneity was bigger than sig value. So, based on the data, it can be concluded that the variance of the data was homogenous.

3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met requirements for the t-test. Therefore, the writer used t-test by independent t-test for hypothetical of test.

The hypotheses as follows :

Ho : WhatsApp group was not effective on students writing skill.

Ha : WhatsApp group was effective on students writing skill.

The criteria of acceptance or rejection of the hypothesis for Hypothetical t-test was as following :

Ha is accepted if Sig value $< \alpha$ 0,05

Ho is accepted if Sig value $> \alpha$ 0,05

Table 4.9
Independent Samples Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Result	3,630	,063	-,165	44	,870	-,347	2,100	4,578	3,885
			-,168	43,943	,867	-,347	2,061	4,500	3,806

Based on the research data obtained about The Effectiveness of Using WhatsApp Group as a Platform to Teach the Students Writing Skill at Senior High School 1 Trimurjo, it can be seen in the table above that the results obtained on the independent sample t-test in the table the value of significant generated Sig. (p value) = 0,870 and standard values is $> = 0,05$. So, the Sig. (p value) is 0,870 greater than $= 0,05$. The conclusion from the data analysis, there was a significant difference in students learning result at the experimental class using problem based learning method between the control class using task based learning method.

In addition, the mean score of post-test in experimental class was 58 and the mean score of post-test in control class was 54. It showed that the students post-test score in experimental class was higher than students post-test score in control class. Based on the result of data analysis, the writer concluded that WhatsApp group was not effective on students writing skill at Senior High School 1 Trimurjo Central Lampung.

D. Discussion

The started of the research, the researcher described several procedures used to determine students writing skill using WhatsApp group with make WhatsApp group which consisted of the experimental class XI science 1 and control class XI sciene 2. Moreover, the researcher explained material about descriptive text and generic structure.

The researcher gave several test to collect data consisting of pre-test and post-test. The initial test was given to determine the quality of students

writing skill in the WhatsApp group before being given treatment by the researcher, to find out the effectiveness of WhatsApp group as a platform to teach the students writing skill at senior high school 1 trimurjo central Lampung.

At first treatment held on January 17th, 2022. The second treatment held on January 18th, 2022. The third treatment held on January 19th, 2022. From the data obtained, it can be seen that the result of the students pre-test and post-test scores show a no graph of improvement students pre-test was higher than post-test.

Based on the analysis, score of T-test by independent sample t-test is 0,870 was greater than $\alpha = 0,05$. So, there was no significant difference in result of learning process between the experimental class and the control class using WhatsApp Group as a platform. In addition, it means that the use of problem based learning method and task based learning method has no effect on the writing students process in WhatsApp Group.

Finally, the mean score of post-test in experimental class was 58 and the mean score of post-test in control class was 54. It showed that the students post-test score in experimental class was higher than students post-test in control class. Based on the result of data analysis, the writer concluded that H_0 is accepted WhatsApp group was no effective on students writing skill and H_a is rejected WhatsApp group was effective on students writing skill.

In addition, WhatsApp group chat was not effective on students writing skill, based on the data that can be from the independent sample t-test is 0,870, through the basic concept of testing decision making independent sample t-test. Nuryadi, et.al explain that if the significance value (2 tailed) $< 0,05$ so, H_0 is rejected and H_a is accepted and if the significance value (2 tailed) $> 0,05$ so, H_0 is accepted and H_a is rejected.²² It means that WhatsApp group chat was no effective on students writing skill at Senior High School 1 Trimurjo Central Lampung.

²² Nuryadi et. all, *Dasar-Dasar Statistik Penelitian*. (Yogyakarta : Gramasurya, 2017), p. 113-114.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

WhatsApp group one of the most widely used social media users, including educators and students and as a platform of online learning for the students at Senior High School 1 Trimurjo Central Lampung especially writing skill. In addition, WhatsApp platform is easy to used many benefits for online learning for students and teachers.

Based on the analysis and result of the research, the researchers conclude that the effectiveness of using WhatsApp group as a platform has no positive significant result to teach the students writing skill. It can be seen from the result of the students in the post-test between experimental class and control class.

The post-test was given to measure the effectiveness of using WhatsApp group as a platform to teach the students writing skill at Senior High School 1 Trimurjo Central Lampung in both classes after treatments done. The result of independent sample t-test or sig. (2-tailed) was 0,870. It was greater than $\alpha = 0,05$. So, there was no significant difference in result of learning process between the experimental class and the control class using WhatsApp Group as a platform. In addition, it means that the use of WhatsApp group chat as a platform has no effective on the writing students process in WhatsApp Group.

Based on the result of data analysis, the mean score of post-test in experimental class was 58 and the mean score of post-test in control class was 54. It showed that the students post-test score in experimental class was higher than students post-test in control class.

In addition, WhatsApp group chat was no effective on students writing skill, based on the data that can be from the independent sample t-test is 0,870, through the basic concept of testing decision making independent sample t-test. Nuryadi, et.al explain that if the significance value (2 tailed) $< 0,05$ so, H_0 is rejected and H_a is accepted and if the significance value (2 tailed) $> 0,05$ so, H_0 is accepted and H_a is rejected.

Based on the result of data analysis, the writer concluded that WhatsApp group was no effective on students writing skill at Senior High School 1 Trimurjo Central Lampung.

B. Suggestion

In reference to the conclusion above, the writer proposed suggestions as follows:

1. Suggestion to the Teacher

In this research the writer found out that the effectiveness of using WhatsApp group as a platform was not effective, the English teacher can use a more interesting method in teaching writing skill, So that the students do not feel bored, can be active in responding not only to being a readers in the learning process using the WhatsApp group as a platform.

2. Suggestion to the Students

The students should study hard and more practice in English writing on WhatsApp group to improve their writing skills. They also should be more active in online learning especially in WhatsApp group as a platform.

3. Suggestion to the Other Researchers

In this research can be reference for other researcher used WhatsApp group as a platform to help students in the learning process, especially in writing skills. For the next, researcher can conduct this WhatsApp group as a platform on different levels of students and other English skills such as speaking, reading and listening.

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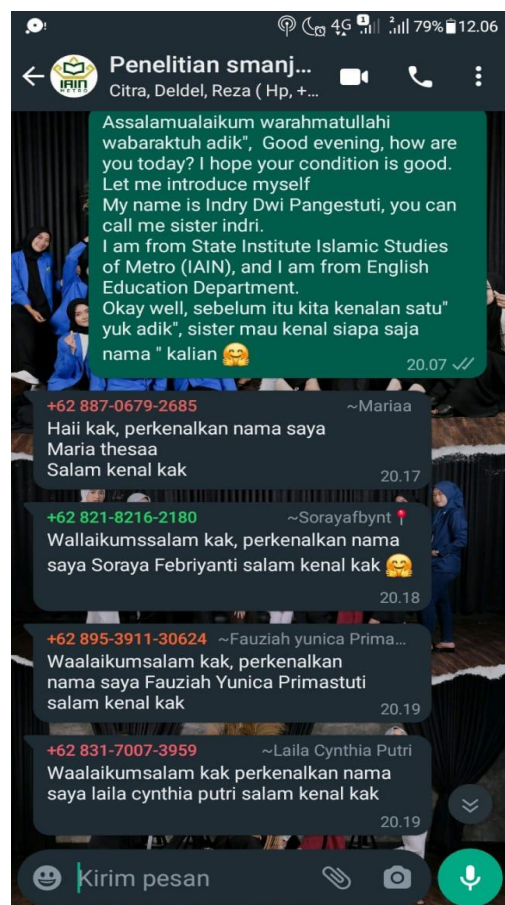
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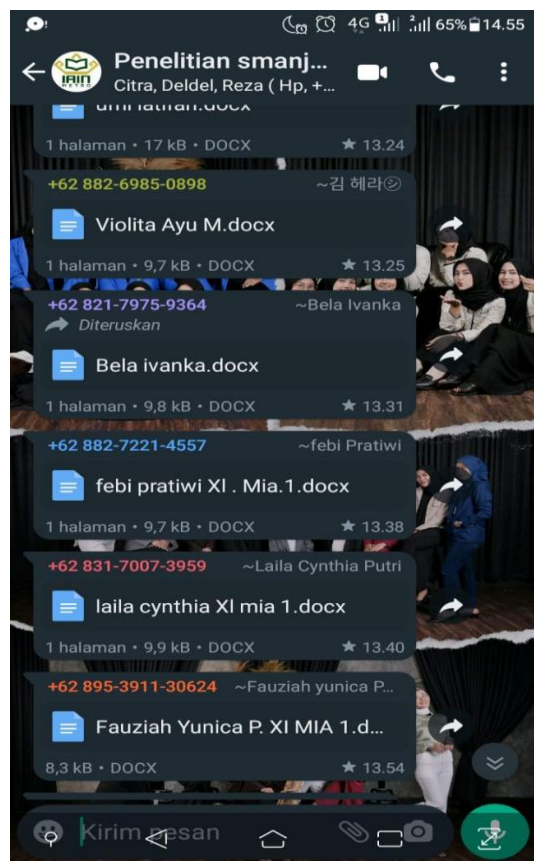
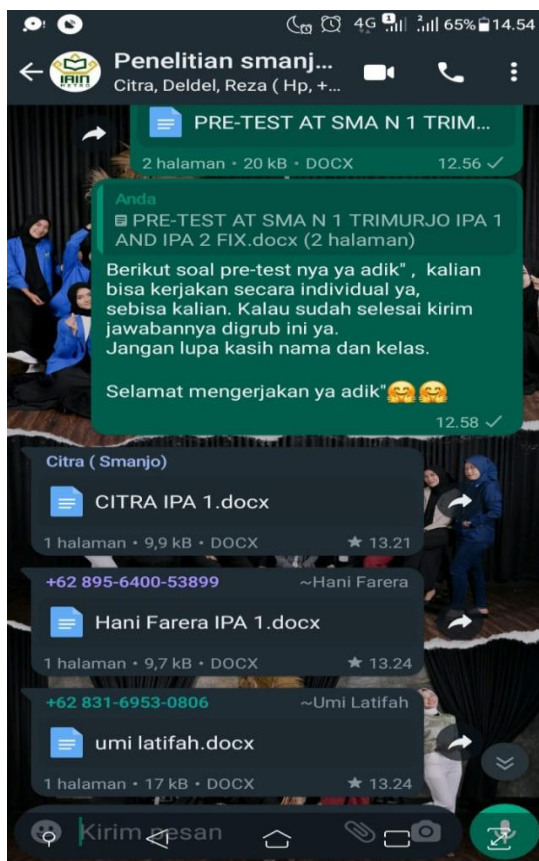
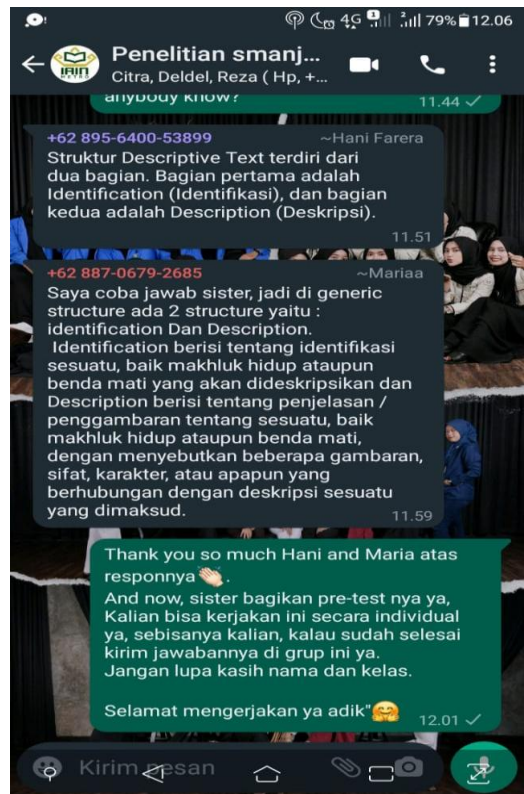
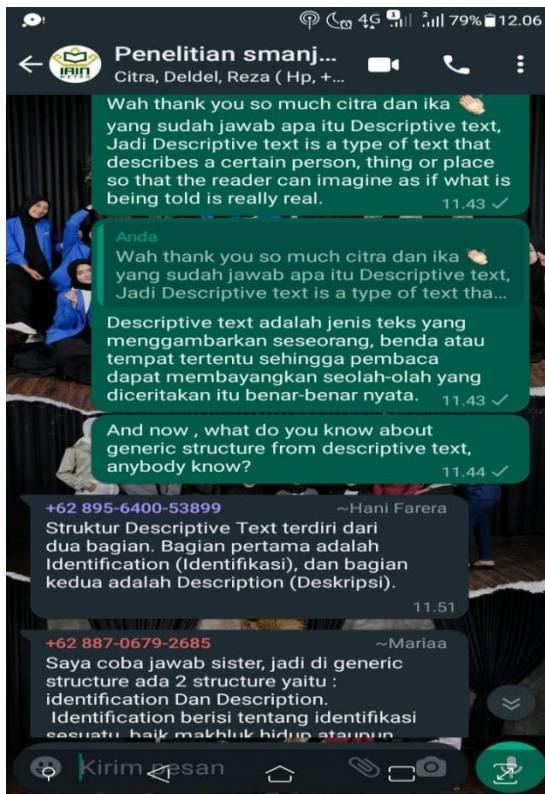
APPENDICES

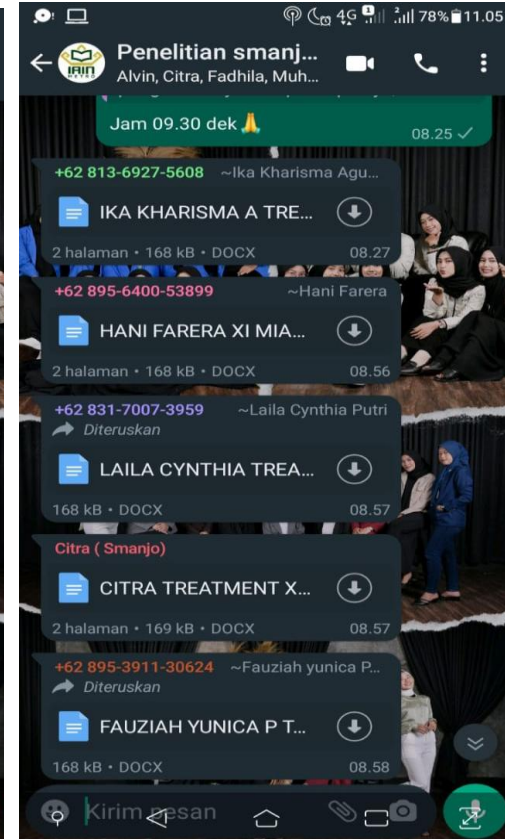
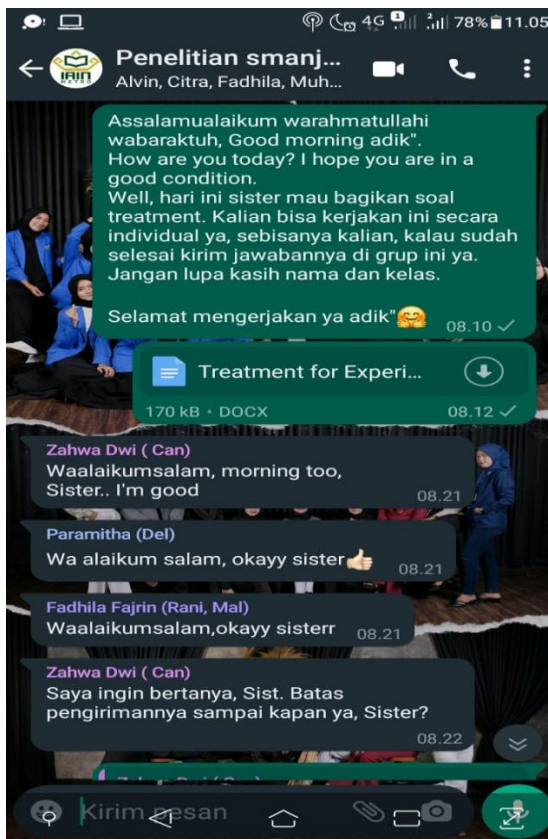
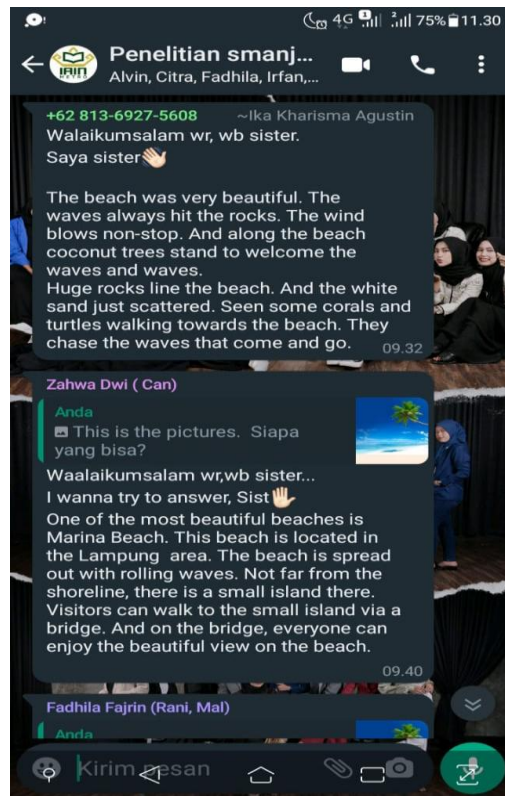
Interview with Mrs. Restuning as a English Teacher in SMA N 1 Trimurjo Central Lampung

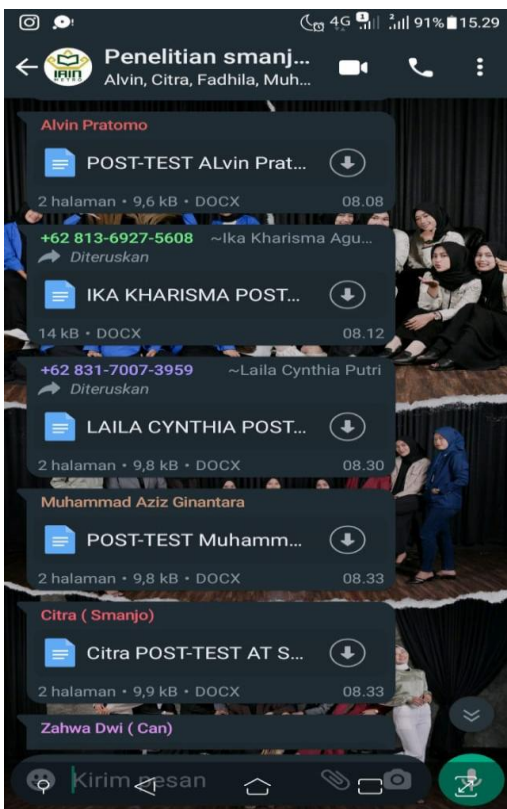
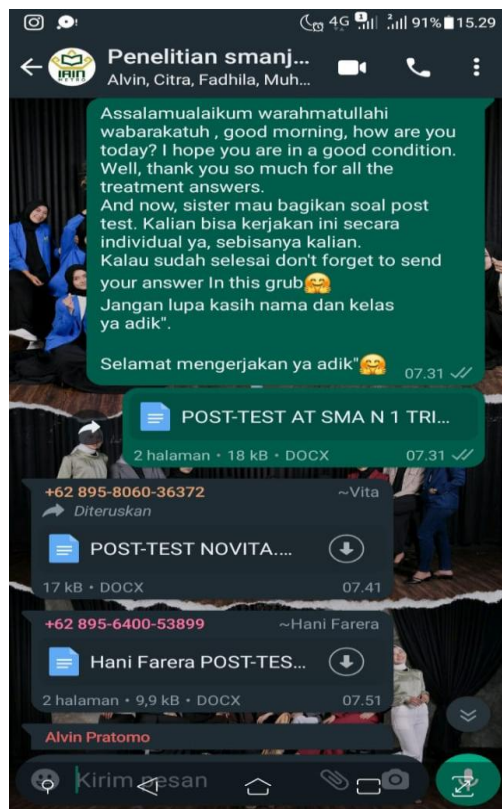
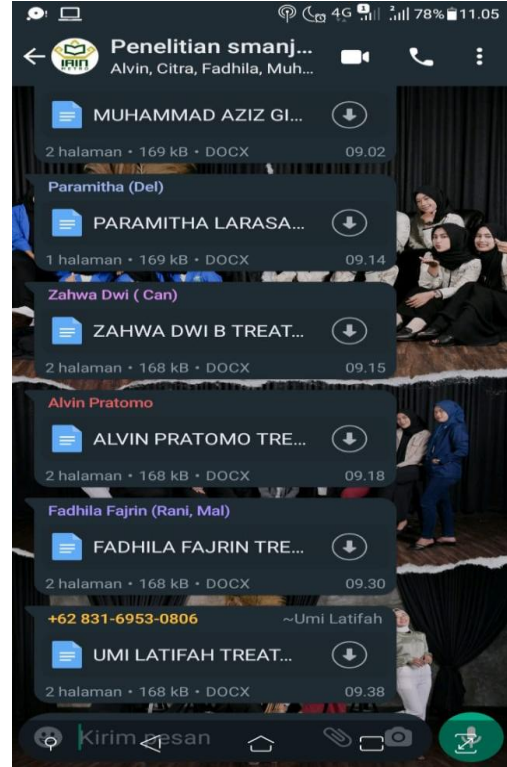
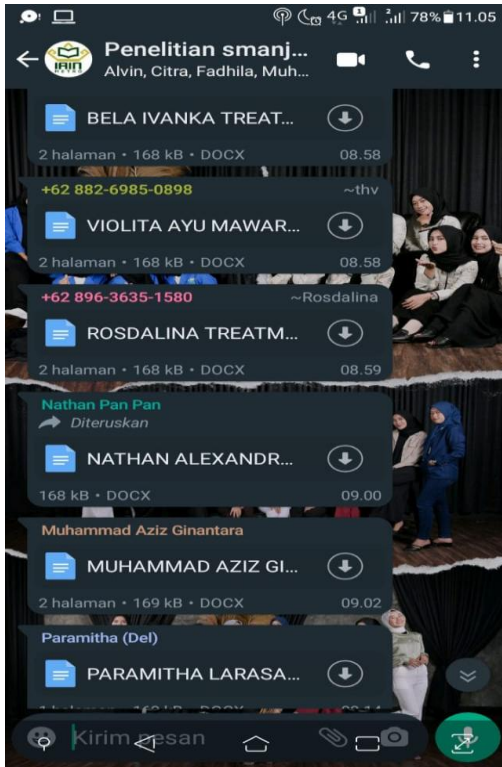


Screenshot of student chat while doing pre-test, treatment and post-test XI science 1 as a experimental class.

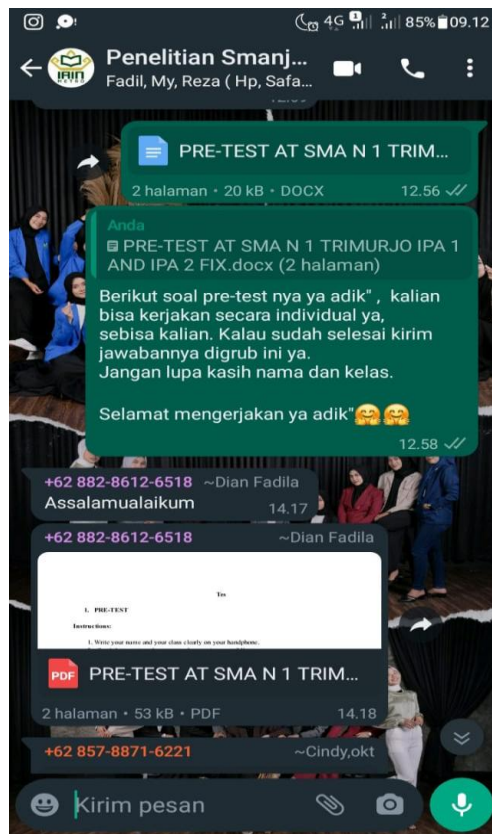
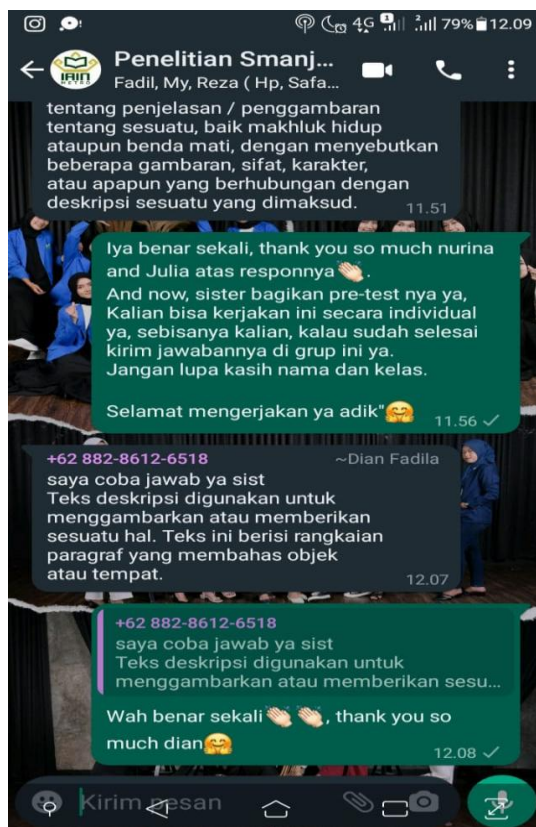
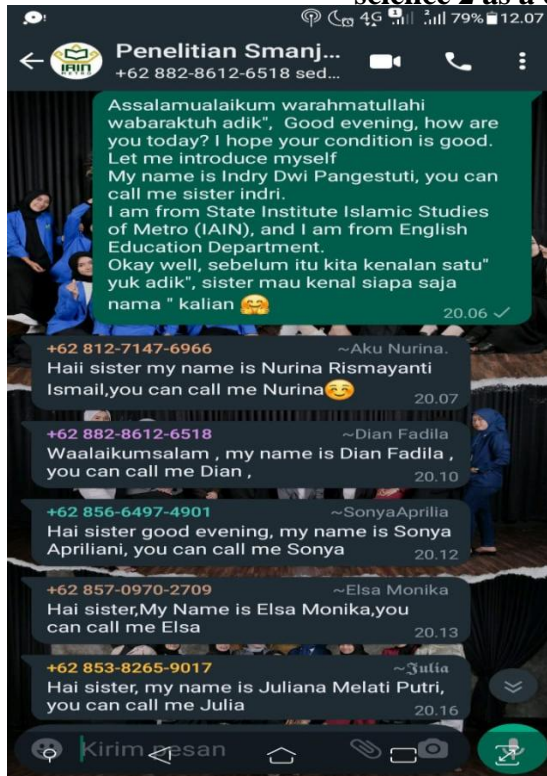


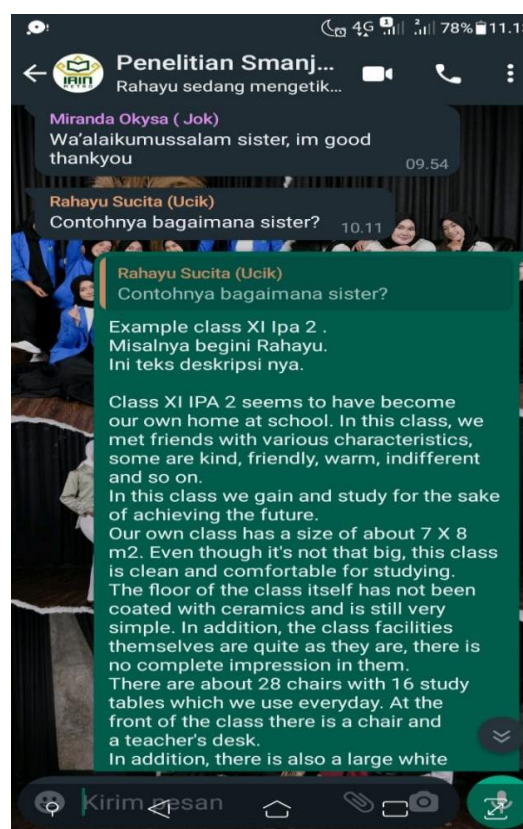
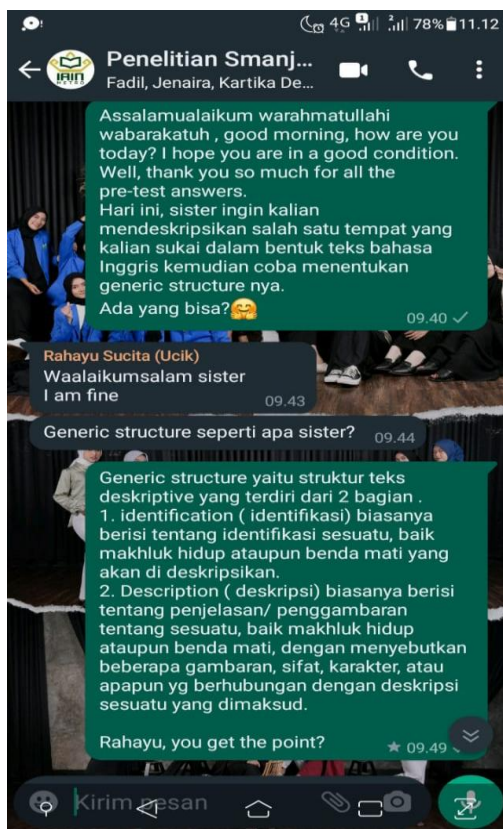
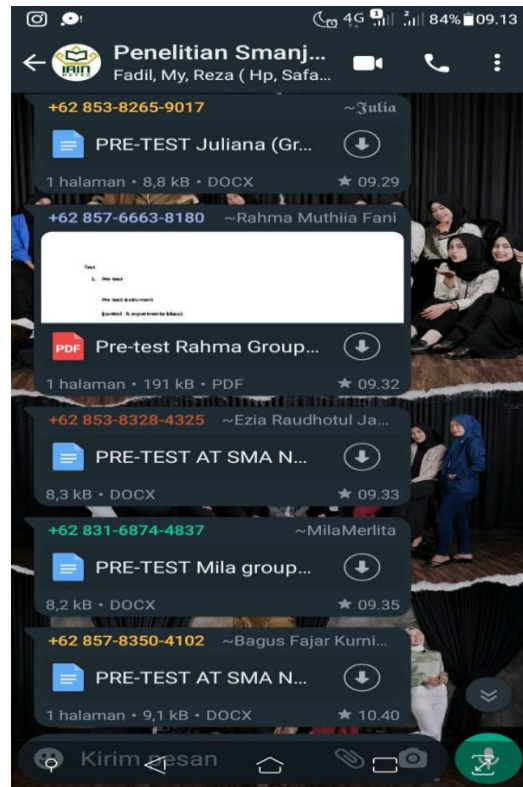
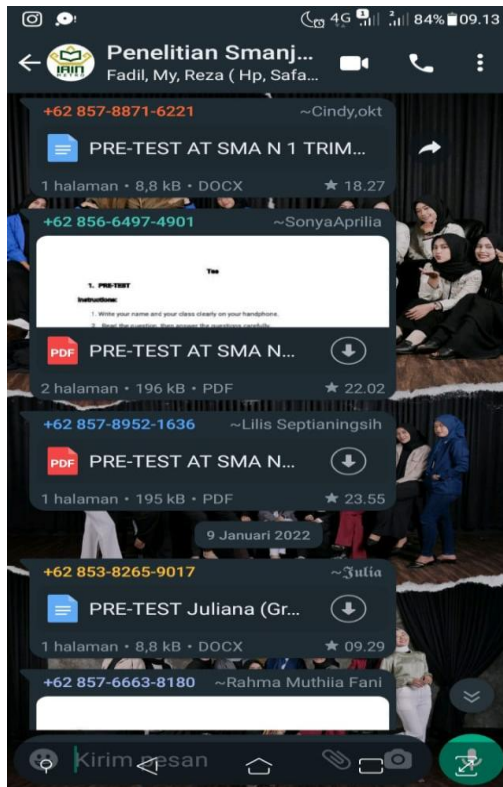


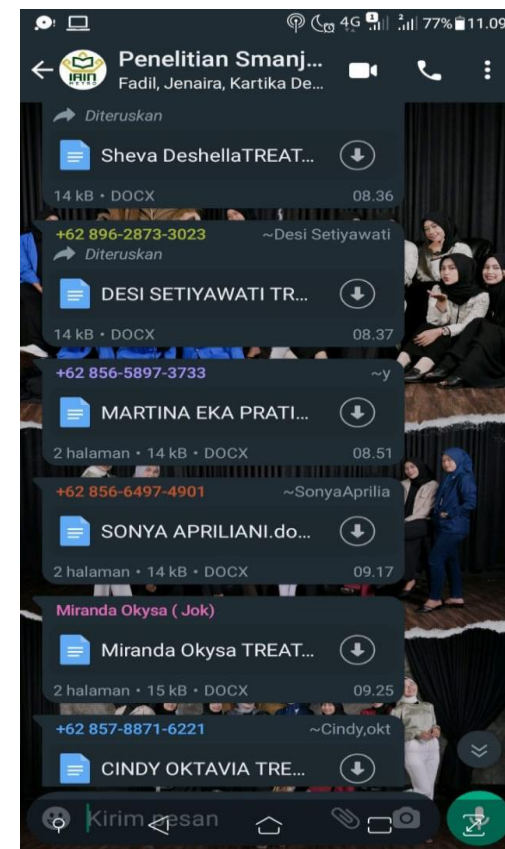
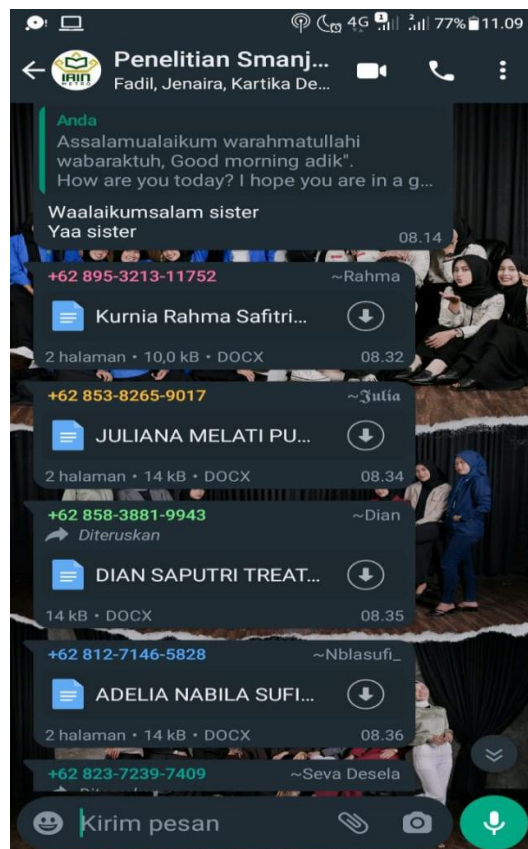
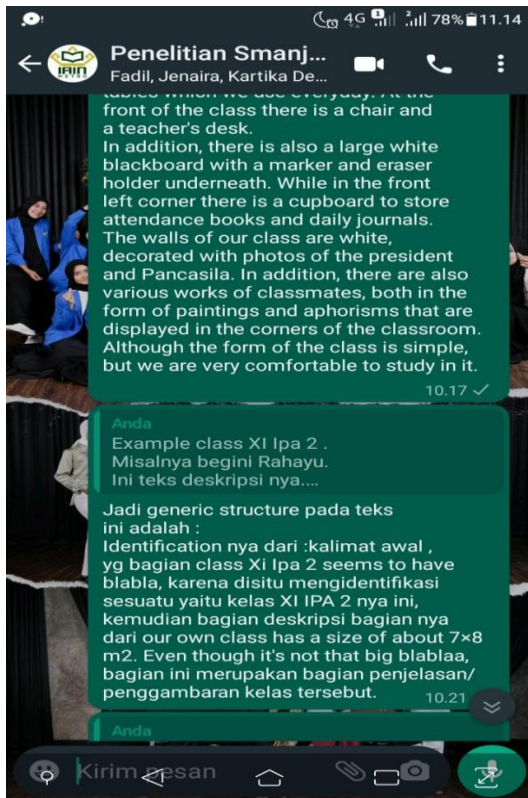


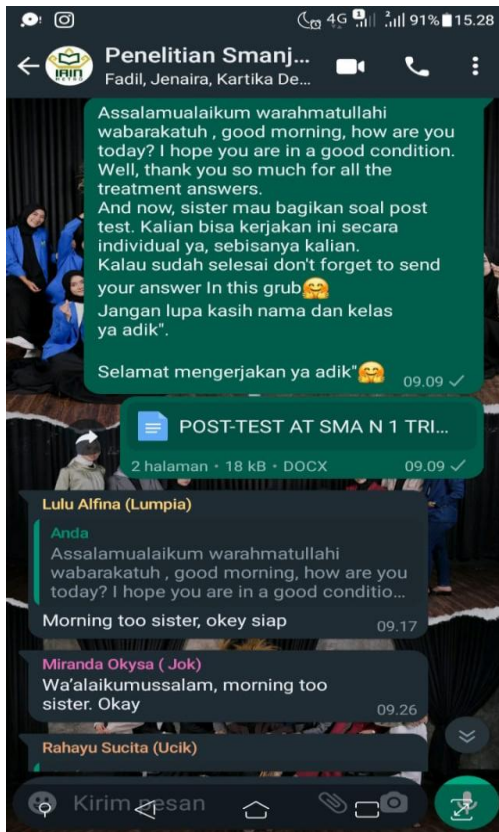


Screenshot of student chat while doing pre-test, treatment and post-test XI science 2 as a control class.









Lembar Wawancara Analisis Kebutuhan Untuk Guru Bahasa Inggris di SMA N 1 Trimurjo

Lembar wawancara ini dimaksudkan untuk memperoleh informasi pembelajaran bahasa Inggris di sekolah. Data yang diperoleh nantinya akan digunakan sebagai acuan dalam penelitian *The Effectiveness of Using WhatsApp Group as Platform to Teach the Students Writing Skill at Senior High School 1 Trimurjo Central Lampung* Oleh karena itu, mohon kesediaan Bapak/Ibu menjawab pertanyaan yang diajukan sesuai dengan fakta.

1. Bagaimanakah proses pembelajaran di SMA N 1 Trimurjo selama daring ?

Jawab: Dapat diketahui bahwa proses pembelajaran bahasa Inggris selama daring berjalan dengan baik dan lancar, meskipun ada beberapa kendala yang ditemui.

2. Media apakah yang anda gunakan pada pembelajaran daring di SMA N 1 Trimurjo?

Jawab: Ibu Restuning mengungkapkan bahwa selama proses pembelajaran bahasa Inggris berlangsung menggunakan media pembelajaran dengan memanfaatkan teknologi seperti WhatsApp, Zoom, Google Meet dan Classroom. Namun, guru lebih banyak menggunakan media WhatsApp sebagai media pembelajaran dikarenakan Guru bahasa Inggris di SMA N 1 Trimurjo berpendapat bahwa media WhatsApp lebih mudah digunakan karena lebih sederhana, efisien dan siswa dapat berperan aktif dalam menggunakan grup WhatsApp.

3. Apakah siswa sering menggunakan group WhatsApp untuk pembelajaran bahasa Inggris?

Jawab: IYA.

4. Apakah siswa berperan aktif dalam menggunakan WhatsApp group ?

Jawab: IYA.

5. Apakah siswa ikut berpartisipasi dalam diskusi di Group WhatsApp pada saat pembelajaran daring khususnya bahasa Inggris untuk writing skill?

Jawab: IYA.

6. Apakah siswa memiliki kesulitan dalam pembelajaran bahasa Inggris khususnya writing skill di group WhatsApp?

Jawab: IYA, siswa memiliki kesulitan dalam pembelajaran bahasa inggris khususnya writing skill dengan menggunakan media whatsapp tetapi tidak terlalu berdampak.

7. Menurut anda, Apa manfaat (fungsi) dari pembelajaran whatsapp group?

Jawab : Fungsi atau peran dari pembelajaran dengan menggunakan media whatsapp group untuk menyampaikan ,mendiskusikan materi pelajaran dengan baik.

8. Bagaimana cara atau metode mengajar yang anda gunakan dalam group whatsapp khususnya pembelajaran writing skill?

Jawab :Metode yang digunakan guru dalam menyampaikan materi writing skill di kelas XI menggunakan metode *Task Based Instruction*, yaitu metode dengan memberikan tugas-tugas sesuai dengan kemampuan pembelajar(materi pembelajaran)

9. Apa kesulitan yang di hadapi guru saat mengajar menggunakan whatsapp group?

Jawab : Guru memiliki kesulitan pada saat mengajar dengan menggunakan media whatsapp dikarenakan siswa lebih pasif dalam pembelajaran bahasa inggris khususnya writing, materi tidak dapat dijelaskan dengan sejelas-jelasnya, karena tidak ada interaksi secara langsung untuk tanya jawab dan beberapa siswa tidak mampu untuk membeli kuota internet.

10. Menurut anda, apakah dengan menggunakan whatsapp group sudah efektif untuk pembelajaran bahasa inggris khususnya writing skill?

Jawab : Dengan menggunakan media whatsapp untuk pembelajaran bahasa inggris khususnya writing skill belum efektif karena materi tidak dapat disampaikan secara langsung sehingga sulit untuk menerapkan metode atau teknik yang memungkinkan siswa dapat lebih memahami materi dengan mudah

**Table of List Document Point at the Senior High School 1 Trimurjo Central
Lampung**

No.	Documentation Points	Availability
1	A Profile of Senior High School 1 Trimurjo Central Lampung	✓
2	ThCondition of The Teacher and Official Employers in Senior High School 1 Trimurjo Central Lampung	✓
3	Fa Organization Structure of Senior High School 1 Trimurjo Central Lampung	✓
4	ThFacilities	✓
5	Th Location Sketch	✓

Note:

(✓) Tick for each positive availability

TES

1. PRE-TEST

Instructions:

1. Write your name and your class clearly on your handphone.
 2. Read the instruction, then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organization, vocabulary, language use and mechanics.
-

Pre-test Instrument

(Control and Experimental Class)

Name :

Class :

Subject : English

Class / semester : XI/ 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

Make a short descriptive text about animal consist of approximately 80-100 words.

2. Treatment for Experimental Class Using Problem Based Learning

Name :

Class :

Subject : English

Class / semester : XI / 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Instructions :

1. Write your name and your class clearly on your handphone.
2. Read the instruction, then answer the direction carefully.
3. Do it yourself.
4. Check your grammar, punctuation and capital letter before submitting.
5. Write the text on the WhatsApp group as a platform after the teacher has finished give the image.
6. Things that wil be scored in this writing are content, organizaion , vocabulary , language use and mechanics.

Directions :



(Picture 1)



(Picture 2)

- Based on the picture above, please describe one the pictures and make it into a paragraph!

3. Treatment for Control Class Using Task Based Learning

Name :

Class :

Subject : English

Class / semester : XI / 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Instructions:

1. Write your name and your class clearly on your handphone.
2. Read the instruction, then answer the direction carefully.
3. Do it yourself.
4. Check your grammar, punctuation and capital letter before submitting.
5. Things that will be scored in this writing are content, organizaion , vocabulary , language use and mechanics.

Directions :

1. Please, describe about a place you will visit! (such as : mosque, hospital, school, garden, house, beach, etc.)
2. Then, identify the generic structure from the text that you have written.

4. POST-TEST

Instructions :

1. Write your name and your class clearly on your handphone.
 2. Read the instruction, then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organizaion , vocabulary , language use and mechanics.
-

Post-test Instrument

(Control and Experimental Class)

Name :

Class :

Subject : English

Class / semester : XI / 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

- Please make a good paragraph consist of 80-100 words based on your personal experience with the topic "*holiday*".

PRE-TEST

Instructions:

1. Write your name and your class clearly on your handphone.
 2. Read the instruction then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organization, vocabulary, language use and mechanics
-

Pre-test Instrument

(Control and Experimental Class)

Name : Anggely Ara Denisa

Class : XI IPA 1

Subject : English

Class / semester : XI/ 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

- ★ Make a short descriptive text into a paragraph about one of your favorite pets consist of approximately 80-100 words.

ANSWER :

My Turtles

Turtles have a fairly unique shape. The shell has an oval-like shape that will be the place or home of the turtle's real body. If they sense a threat then they will heal themselves into the shell. The turtle shell has 6 holes, 4 of which are for the legs and 2 of them are for the head and tail. Turtles are divided into several types so that each of their physical characteristics is of course different, especially in the shell. The size of the turtles is also very diverse, some are very small and some can reach a very heavyweight of almost half a ton. All turtles lay eggs on land, although many live in water. Although the shell on the turtle is only a tool for self-defense, the turtle can feel the touch through the shell. Because the shell is connected to nerve endings so they will be able to feel when there is a touch on their shell. The unique fact of turtles lies in the determination of their sex. Because of the egg has a temperature below 29 degrees then the cell will produce a male turtle. But if the egg is more than 29 degrees it will produce a female turtle.

Correction : content : 22, organization : 15, vocabulary : 18, language use : 19, mechanics : 4

The score : 78

POST-TEST

Instructions :

1. Write your name and your class clearly on your handphone.
 2. Read the instruction, then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organizaion , vocabulary , language use and mechanics.
-

Post-test Instrument

(Control and Experimental Class)

Name : Anggely Ara Denisa

Class : XI IPA 1

Subject : English

Class / semester : XI / 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

- Please make a good paragraph consist of 80-100 words based on your personal experience with the topic "*holiday*".

ANSWER :

My holiday experience during the new week, during semester break my family and I went to my aunt's house who was in riau, we were on vacation for 5 days, there I was invited to go for a walk to the swimming pool and my city park, we were very enjoying the day there, yes my aunt's house is surrounded by palm trees so it is not uncommon for me to see cobras or other animals, after 5 days there my family and I returned home to Lampung by bus, on the bus I was happy to see the

scenery nya, that's the holiday experience of me and my family while in riau.

Correction : content : 15, organization : 15, language use : 10, vocabulary : 12, mechanics : 3

The Score : 55

PRE-TEST

1. PRE-TEST

Instructions:

1. Write your name and your class clearly on your handphone.
 2. Read the instruction then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar,punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organization, vocabulary, language use and mechanics
-

Pre-test Instrument

(Control and Experimental Class)

Name : Zahwa Dwi Bintari

Class : XI IPA 1

Subject : English

Class / semester : XI/ 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

- ★ Make a short descriptive text into a paragraph about one of your favorite pets consist of approximately 80-100 words.

ANSWER :

My Persian cat Twimy

I have pets. My pet is a Persian cat. I named him Twimy because of his cute face. Twimy's body is almost entirely covered by brown fur. The fur is long, soft and thick. Her face is adorable with a pug pink nose. He has two long hairy ears and a short wavy, fluffy tail. He has four brown and white striped legs. His eyes are dark brown and his mustache is white. He likes to eat fish and cat food. Usually he plays small ball. I always feed Twimy twice a day and bathe him four times a week. I love my pets and always play with them.

Correction : content: 20, organization : 10, language use : 16,vocabulary : 12, mechanics: 4

The score : 62

POST-TEST

Instructions :

1. Write your name and your class clearly on your handphone.
 2. Read the instruction, then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organizaion , vocabulary , language use and mechanics.
-

Post-test Instrument

(Control and Experimental Class)

Name : Zahwa Dwi Bintari

Class : XI IPA 1

Subject : English

Class / semester : XI / 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

- Please make a good paragraph consist of 80-100 words based on your personal experience with the topic "*holiday*".

ANSWER :

My Worst Holiday

Last semester break was my worst holiday I have ever passed. It was two weeks long and I just stayed at home. I just did the same activities routinely, over and over again.

I woke up and had a breakfast in the morning. Then I fed my Persian cat and played with it. In the afternoon I had lunch and then took a nap on the couch. In the evening, I dined and watched my favorite TV shows. There was nothing special on my daily activities during the last holiday. So, I was sure that it was the worst holiday I've ever had.

Correction : content : 18, organization : 12, language use : 15, vocabulary :12, mechanics : 3

The Score : 60

PRE-TEST

Instructions:

1. Write your name and your class clearly on your handphone.
 2. Read the instruction then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organization, vocabulary, language use and mechanics
-

Pre-test Instrument

(Control and Experimental Class)

Name : Fadil Stephanus

Class : XI IPA 2

Subject : English

Class / semester : XI/ 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

- ★ Make a short descriptive text into a paragraph about one of your favorite pets consist of approximately 80-100 words.

ANSWER :

My parrot

The parrot is a very colourful and beautiful bird. It has red curved beak and strong legs that end with four toes. Its feathers are green. Some of parrots have red feathers at the top. There is a black ring around the neck of it. It lives in the hollows of trees. It builds nest and lays its eggs in it. It eats grains, fruits, leaves, seeds and boiled rice too. It is fond of fruits such as mangoes, nuts, pears, etc. It flies very fast and often flies in flocks. Parrot s is an intelligent bird. It is able to imitate human voice. Many people train parrots to do wonderful things.

Correction : content : 26, organization : 16, language use : 18, vocabulary : 15, mechanics: 3

The score : 78

POST-TEST

Instructions :

1. Write your name and your class clearly on your handphone.
 2. Read the instruction, then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organizaion , vocabulary , language use and mechanics.
-

Post-test Instrument

(Control and Experimental Class)

Name : FADIL STEPHANUS

Class : XI IPA 2

Subject : English

Class / semester : XI / 1

Sub matter : Writing

Sub subject : Descriptive text

Time allocation : 60 minutes

Directions :

- Please make a good paragraph consist of 80-100 words based on your personal experience with the topic "*holiday*".

Answer:

Yogyakarta is a very special city for its arts, culture and culinary. It is a perfect place to find the best batik as well as to watch puppet as well as gamelan concerts. Ramayana Ballet is the most popular performance in Yogyakarta. The play is based on an ancient Hindu love story, King Rama and Princess Shita. There are many great places to visit in Yogyakarta. Some of them are Borobudur Temple, Prambanan Temple, Kaliburu National Park, Keraton Royal Palace, Alun-Alun Selatan Keraton, Malioboro Street, etc. Among all of them, temples become one of the biggest reasons why people visit Yogyakarta. Local people in Yogyakarta are so warm and friendly. They love to greet and wave hands to many tourists. When tourists get lost along the street, they help to show a way happily. In some tourism objects, there are many local guides. You need to deal with the price before having a guidance service. Trying Gudeg is a must when visiting Yogyakarta. Gudeg is an authentic Yogyakarta cuisine. It is very delicious while enjoying this special city. Visiting Yogyakarta gives memorable experiences for most tourists. Tourists always want to visit it again and again.

Correction : content : 18, organization : 16, language use : 15, vocabulary : 15, mechanics : 4

The Score : 68

PRE-TEST

Instructions:

1. Write your name and your class clearly on your handphone.
 2. Read the instruction then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar,punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organization, vocabulary, language use and mechanics
-

Pre-test Instrument

(Control and Experimental Class)

Name : Elsa Monika
Class : XI IPA 2
Subject : English
Class / semester : XI/ 1
Sub matter : Writing
Sub subject : Descriptive text
Time allocation : 60 minutes

Directions :

- ★ Make a short descriptive text into a paragraph about one of your favorite pets consist of approximately 80-100 words.

ANSWER :

Description Of Dogs

Dogs(Canis lupus familiaris)are domestic ated mammals,not natural wild animals.They were originally bred from wolves.They have been bred by humans for along time,and were the first animal sever to be domesticated.They area popular pet because they are usually play ful,friendly,loyal and listen to humans

Correction : content :15, organization : 10, language use: 12, vocabulary : 12, mechanics : 3

The score : 52

POST-TEST

Instructions :

1. Write your name and your class clearly on your handphone.
 2. Read the instruction, then answer the direction carefully.
 3. Do it yourself.
 4. Check your grammar, punctuation and capital letter before submitting.
 5. Things that will be scored in this writing are content, organizaion , vocabulary , language use and mechanics.
-

Post-test Instrument

(Control and Experimental Class)

Name : Elsa Monika
Class : XI IPA 2
Subject : English
Class / semester : XI / 1
Sub matter : Writing
Sub subject : Descriptive text
Time allocation : 60 minutes

Directions :

- Please make a good paragraph consist of 80-100 words based on your personal experience with the topic "*holiday*".

Answer :

Holiday in Malang

Last holiday, my family and I had a trip to Malang. We were very excited to visit Malang because that city is our hometown. We spent three days there. Many interesting place you could find in Malang. We visited Museum Angkut on the first day. I could say that Museum Angkut is an interesting and entertaining tourism object. It offers you an unique experience to take a look of many historical vehicles, completed by the description in each vehicles. You could also find the exotic places around the world just by visiting museum Angkut. There are miniatures of many famous places in the world, like Eiffel Tower, New York City, White House, Las Vegas, etc. We took many photos there. It felt like every step we moved, we should capture all moment we spent there. We also could feel the atmosphere in every different place because the setting seem as real. We enjoyed every moment in Museum Angkut even the weather got cold in the evening. After tho hours wandering Museum Angkut, we felt hungry. We had dinner at pasar apung which is still located in the area of Museum Angkut.

Correction : content : 20, organization : 18, language use : 15, vocabulary : 15, mechanics : 3

The score : 71

The Formula Range (Rentang/ Jangkauan)

In a group of quantitative data there will be data with the largest value and the smallest value. Range or also known as range is the difference between the data with the largest value and the smallest value.

$$R = X_{\max} - X_{\min}$$

Where :

R = Range (rentang atau jangkauan)

X_{\max} = is the largest data value

X_{\min} = is the smallest data value.

Example :

$$R = X_{\max} - X_{\min}$$

$$R = 41 - 43 = 3$$

List total score of students XI IPA 1 (Pre-Test experimental class) SMA Negeri 1 Trimurjo Central Lampung

No.	Name	Researcher	Second Assessor	Score total (average)
1.	AAD	78	76	77
2.	AA	50	52	51
3.	BI	55	57	56
4.	CAR	55	57	56
5.	DAR	69	71	70
6.	FF	62	63	61
7.	FYP	42	44	43
8.	FP	41	43	42
9.	HF	41	43	42
10.	IKA	61	63	62
11.	LCP	76	78	77
12.	MR	53	55	54
13.	NP	58	60	59
14.	PL	46	48	47
15.	MAG	68	70	69
16.	R	50	52	51
17.	UL	61	63	62
18.	VAM	65	67	66
19.	ZDB	62	64	63
20.	NAS	55	57	56
21.	AP	70	72	71

List total score of students XI IPA 1 (Pre-Test control class) SMA Negeri 1 Trimurjo Central Lampung.

No.	Name	Researcher	Second Assessor	Score total (average)
1.	FS	78	76	77
2.	KDS	76	78	77
3.	MO	76	78	77
4.	NA	53	55	54
5.	SD	63	65	64
6.	ANS	62	64	63
7.	TAP	53	55	54
8.	MEP	61	63	62
9.	EM	52	54	53
10.	LS	54	56	55
11.	SA	54	56	55
12.	ERJ	53	55	54
13.	BFK	52	54	53
14.	CO	57	59	58
15.	DS	70	72	71
16.	EDP	45	47	46
17.	JMP	65	67	66
18.	MM	65	67	66
19.	RMS	62	64	63
20.	RS	74	76	75
21.	SN	82	84	83
22.	JA	63	65	64
23.	LA	50	52	51

24.	KRS	55	57	56
25.	DS	60	63	62

List total score of students XI IPA 1 (Post-Test experimental class) SMA Negeri 1 Trimurjo Central Lampung

No.	Name	Score	Second Assessor	Score total (average)
1.	CAR	63	65	64
2.	HF	60	62	61
3.	UL	60	62	61
4.	VAM	62	64	63
5.	BI	63	65	64
6.	FP	62	64	63
7.	LC	78	77	76
8.	FYP	50	52	56
9.	DAL	55	57	56
10.	NP	57	59	58
11.	R	50	52	51
12.	AA	60	62	61
13.	MR	68	70	69
14.	PL	60	62	61
15.	AAD	58	60	59
16.	IKA	55	57	56
17.	MAG	61	63	62
18.	NS	55	57	56
19.	FF	58	60	59
20.	ZDB	60	62	61
21.	AP	51	53	52

List total score of students XI IPA 1 (Post-Test control class) SMA Negeri 1 Trimurjo Central Lampung.

No.	Name	Score	Second Assessor	Score total (average)
1.	CO	60	62	61
2.	SA	62	64	63
3.	LS	63	65	64
4.	JMP	50	52	51
5.	RMF	60	62	61
6.	ERJ	50	52	51
7.	MM	55	57	56
8.	BFK	50	52	51
9.	DS	60	62	61
10.	SD	68	70	69
11.	ANS	58	60	59
12.	TAP	55	57	56
13.	EM	71	54	53
14.	KRS	50	52	51
15.	MEP	65	67	66
16.	EDP	54	56	55
17.	SN	50	52	51
18.	FS	68	70	69
19.	KDS	50	52	51
20.	RS	72	74	73
21.	MO	68	70	69
22.	JN	68	70	69

23.	NA	71	73	72
24.	LA	62	63	61
25.	DS	52	54	53

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Madrasah : SMA NEGERI 1 TRIMURJO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /1
Keterampilan Bahasa : Writing
Tema/Topik : Descriptive text
Pertemuan ke- : 1 pre test (Control dan Experimental Class)
Alokasi Waktu : 3x20 menit (1 pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana tentang mendeskripsikan orang/tempat/benda, sesuai dengan konteks penggunaannya.
- 3.2 Menangkap makna dalam teks deskriptive lisan dan tulis sederhana.
- 3.3 Menyusun teks descriptive lisan dan tulis sederhana tentang mendeskripsikan orang/tempat/benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Indikator Pencapaian Kompetensi

1. Mendeskripsikan kalimat menjadi teks yang bermakna tentang hewan dalam bentuk descriptive text.
2. Menulis teks deksripsi dalam bentuk dan deskripsi.
3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptive sederhana.

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, Kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi topic sebuah teks fungsional pendek yang ditulis
2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis
3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis

E. MATERI PEMBELAJARAN

1. Descriptive text

Descriptive text is a type of text that describes a certain person, thing or place so that the reader can imagine as if what is being told is really real.

2. Generic Structure Recount Text

- a. Identification usually contains the identification of something, both living and non-living things to be described.
- b. Description usually contains an explanation/description of something, both living and non-living things, by mentioning several descriptions, characteristics, characters, or anything related to the description of the thing in question.

Example of Descriptive Text:

My Favorite Room

My favorite room in the whole world is my own bedroom in my parents' house. It has everything that I want in this life: a comfortable bed that faces a wide window on the east side of the room. So, when I wake up in the morning and swipe the window curtain, the light of sunrise enters the room little by little, creates a beautiful silhouette and warms the whole room. On the right corner of room near the window, there's a study desk that was once my father's. Next to that desk, there's a white wardrobe where I put all of my clothes.

In front of the wardrobe, at the other side of the room, there's a yellow bookshelf where I put half of my book collection. I choose the color yellow so it matches the color of my bedroom wall. Next to the bookshelf, I have a dressing table. And next to that dressing table is where I put my guitar. It's a fifteen-year-old guitar but it still sounds great and I love it so much.

F. METODE PEMBELAJARAN

Direct Method

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada siswa ketika di grup WhatsApp (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- c. Mereview pelajaran sebelumnya

2. Kegiatan Inti

a. *Eksplorasi*

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa apa yang mereka ketahui tentang Descriptive text

b. *Elaborasi*

Dalam kegiatan elaborasi guru:

- 1) Menjelaskan materi tentang Descriptive text
- 2) Memberi contoh Descriptive text
- 3) Meminta siswa untuk mengidentifikasi generic structure pada Descriptive text
- 3) Mendiskusikan generic structure Descriptive text bersama siswa
- 4) Memberikan sebuah topic
- 5) Meminta siswa untuk menulis apa yang ada dipikiran mereka
- 6) tentang topic yang telah diberikan
- 7) Meminta siswa untuk membuat sebuah teks dalam bentuk descriptive.

c. *Konfirmasi*

Dalam kegiatan konfirmasi guru:

- 1) Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis descriptive text.
- 2) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.

3. Kegiatan Akhir

- a. Siswa diminta membuat rangkuman dari materi mengenai descriptive text
- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
4. dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi descriptive

H. MEDIA PEMBELAJARAN

1. Handphone
2. Power Point

I. SUMBER PEMBELAJARAN

Buku : Bahan Ajar Bahasa Inggris mengenai descriptive text

J. PENILAIAN

- a. Jenis tagihan : Pre-test control and Experimental class
- b. Bentuk instrument : Essay
- c. Instrument : Terlampir di bawah ini
- d. Pedoman penilaian

Kemampuan siswa dalam membuat descriptive text berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10

Instrument Pertemuan Pertama:

Make a short descriptive text into a paragraph about one of your favorite pets consist of approximately 80-100 words.

Trimurjo, Maret 2022

Guru Mata Pelajaran

Mahasiswa Praktikum

RESTUNING WALUYATI, S.Pd
NIP. 197708102005022002

INDRY DWI PANGESTUTI
NPM 1801070034

Mengetahui
Kepala SMA Negeri 1 Trimurjo

IMAN ABIWORO, S.Si
NIP. 197309212007011012

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Madrasah : SMA NEGERI 1 TRIMURJO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /1
Keterampilan Bahasa : Writing
Tema/Topik : Descriptive text
Pertemuan ke- : 2 (Experimental dan control Class)
Alokasi Waktu : 3x20 menit (1 pertemuan)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana tentang mendeskripsikan orang/tempat/benda, sesuai dengan konteks penggunaannya.
- 3.2 Menangkap makna dalam teks deskriptive lisan dan tulis sederhana.
- 3.3 Menyusun teks descriptive lisan dan tulis sederhana tentang mendeskripsikan orang/tempat/benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Indikator Pencapaian Kompetensi

1. Mendeskripsikan kalimat menjadi teks yang bermakna tentang 1 favorit hewan dalam bentuk descriptive text.
2. Menulis teks deksripsi dalam bentuk dan deskripsi.
3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptive sederhana.

Nilai Budaya Dan Karakter Bangsa

Religius, jujur, toleransi, disiplin, Kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi topic sebuah teks fungsional pendek yang ditulis
2. Mengidentifikasi informasi tertentu dari teks fungsional pendek yang ditulis
3. Mengidentifikasi tujuan teks fungsional pendek yang ditulis

E. MATERI PEMBELAJARAN

1. Descriptive text

Descriptive text is a type of text that describes a certain person, thing or place so that the reader can imagine as if what is being told is really real.

2. Generic Structure Recount Text

- a. Identification usually contains the identification of something, both living and non-living things to be described.
- b. Description usually contains an explanation/description of something, both living and non-living things, by mentioning several descriptions, characteristics, characters, or anything related to the description of the thing in question.

F. METODE PEMBELAJARAN

Direct Method

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada siswa ketika di grup WhatsApp (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- c. Mereview pelajaran sebelumnya

2. Kegiatan Inti

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa apa yang mereka ketahui tentang Descriptive text

b. Elaborasi

Dalam kegiatan elaborasi guru:

- 1) Menjelaskan materi tentang Descriptive text
- 2) Memberi contoh Descriptive text
- 3) Meminta siswa untuk mengidentifikasi generic structure pada c. Descriptive text
- 4) Mendiskusikan generic structure Descriptive text bersama siswa
- 5) Memberikan sebuah topic
- 6) Meminta siswa untuk menulis apa yang ada dipikiran mereka d. tentang topic yang telah diberikan

- 7) Meminta siswa untuk membuat sebuah teks dalam bentuk descriptive.

e. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 1) Membuka sesi tanya jawab atau bertanya tentang kesulitan yang dialami siswa dalam menulis descriptive text.
- 2) Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk tulis pada siswa yang telah dapat menyelesaikan tugasnya.

3. Kegiatan Akhir

- a. Siswa diminta membuat rangkuman dari materi mengenai descriptive text
- b. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- c. Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi descriptive

H. MEDIA PEMBELAJARAN

1. Handphone
2. Power Point

I. SUMBER PEMBELAJARAN

Buku : Bahan Ajar Bahasa Inggris mengenai descriptive text

J. PENILAIAN

- a. Jenis tagihan : Post-test Experimental and control class
- b. Bentuk instrument : Essay
- c. Instrument : Terlampir di bawah ini
- d. Pedoman penilaian

Kemampuan siswa dalam membuat descriptive text berdasarkan lima aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata.	30
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang di pakai sehingga kalimat yang di tulis efektif dan mudah di pahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10

Instrument Pertemuan Pertama:

Please make a good paragraph consist of 80-100 words based on your personal experience with the topic "*holiday*"

Trimurjo, Maret 2022

Guru Mata Pelajaran

Mahasiswa Praktikum

RESTUNING WALUYATI, S.Pd
NIP. 197708102005022002

INDRY DWI PANGESTUTI
NPM 1801070034

Mengetahui
Kepala SMA Negeri 1 Trimurjo

IMAN ABIWORO, S.Si
NIP. NIP. 197309212007011012



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3692/In.28/J/TL.01/09/2021
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA N 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **INDRY DWI PANGESTUTI**
NPM : 1801070034
Semester : 7 (Tujuh)
Jurusan : *Tadris Bahasa Inggris*
Judul : **THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A
PLATFORM TO TEACH THE STUDENTS WRITING SKILL
AT SENIOR HIGH SCHOOL 1 TRIMURJO**

untuk melakukan prasurvey di SMA N 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 September 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



DINAS PENDIDIKAN DAN KEBUDAYAAN PROVINSI LAMPUNG
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 TRIMURJO LAMPUNG TENGAH
NSS:30112020943 TERAKREDITASI A NPSN:10802064
Jl. Karangbolong 11F Simbarwaringin Trimurjo Lampung Tengah, Kode pos 34172



Nomor : 420/153/04/C.1/D.1/2021
Lampiran : -
Hal : Persetujuan Izin Prasurvey

Kepada
Yth. Dekan I
Institut Agama Islam Negeri Metro
di
Metro

Dengan hormat,

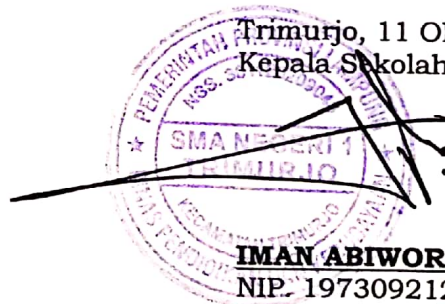
Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-3692/In.28/J/TL.01/09/2021 hal : Izin Prasurvey tanggal 17 September 2021, dengan ini kami tidak keberatan mahasiswa dibawah ini:

No	Nama Mahasiswa	NPM	Jurusan
1.	INDRY DWI PANGESTUTI	1801070034	Tadris Bahasa Inggris

Untuk melakukan prasurvey dalam rangka penyusunan skripsi Penelitian dengan judul : **"THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO"** .

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 11 Oktober 2021
Kepala Sekolah,



IMAN ABIWORO, S.Si
NIP. 19730921200011012



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kola Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B=5217/In.28.1/J/TL.00/12/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **INDRY DWI PANGESTUTI**
NPM : 1801070034
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Desember 2021
Ketua Jurusan,



Andianto M.Pd

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5246/In.28/D.1/TL.00/12/2021
Lampiran :-
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA N 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5247/In.28/D.1/TL.01/12/2021, tanggal 13 Desember 2021 atas nama saudara:

Nama : **INDRY DWI PANGESTUTI**
NPM : 1801070034
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Desember 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



DINAS PENDIDIKAN DAN KEBUDAYAAN PROVINSI LAMPUNG
CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 TRIMURJO LAMPUNG TENGAH
NSS:30112020943 TERAKREDITASI A NPSN:10802064
Jl. Karangbolong 11F Simbarwaringin Trimurjo Lampung Tengah, Kode pos 34172



Nomor : 420/001/04/C.1/D.1/2022
Lampiran : -
Hal : Persetujuan Izin Research
Kepada
Yth. Dekan Akademik dan Kelembagaan
Institut Agama Islam Negeri Metro
di
Metro

Dengan hormat,

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-5246/In.28/D.1/TL.00/12/2021 hal : Izin Prasurvey tanggal 13 Desember 2021, dengan ini kami tidak keberatan mahasiswa dibawah ini:

No	Nama Mahasiswa	NPM	Jurusan
1.	INDRY DWI PANGESTUTI	1801070034	Tadris Bahasa Inggris

Untuk melakukan research dalam rangka penyusunan tugas akhir/skripsi dengan judul : **"THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO"** .

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 4 Januari 2022
Kepala Sekolah,

IMAN ABIWORO, S.Si
19730921200011012



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5247/In.28/D.1/TL.01/12/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **INDRY DWI PANGESTUTI**
NPM : 1801070034
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 13 Desember 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Indry Dwi Pangestuti
NPM : 1801070034

Jurusan : TBI
Semester : 6

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
	29/2021 6.			Cek grammar. - write separate - Paraphrase - Coherence & coherence - raise effect I	
	Kamis 2021 / 16 9.			- pahami penulisan caption - kati, - Continue to chapter II.	
	Rabu / 23-9-21			- Ask the derivation, - vector - Give advice	
	Senin 18/2021 10			- Buat table Agri dan Diti. - Pahami apa yg ada di - Continue to chapter III.	

Mengetahui
Ketua Jurusan TBI

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		I	II		
1	Senin 01/2021 11			- Ubah tense ke Elu- bentuk future - Sistematisasi Penulis Papakau. - Masukkan Rumus teknis analisis data. - kelaskan kegunaan Dokumentasi. - Review Chapter III.	
2	Rabu 3/2021 11			Ace for Senior ←	

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	Kamis 2/2021 /12.		Susunlah Instruksinya yg detail dan jelas. Acc APD.	

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Jurusan : TBI
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	Jumat 18/2022 2.			Cek grammar. - Cek Tenses - Continue to Chapter V	
	Jumat 4/2022 3.			- Chapter IV sesuaikan - by problem formulation. - beri kesimpulan/terapan - Hipotesis mana yg - di terima dan di - tolak. - tambahkan saran - untuk other reviewer. - Ace Chapter IV & V - Lengkapi data perurata - Abstract. - Daftar pustaka, - Daftar isi dll. - complete All.	
	Kamis 10/2022 3.				

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THE EFFECTIVENESS OF USING WHATSAPP GROUP AS A PLATFORM TO TEACH THE STUDENTS WRITING SKILL AT SENIOR HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG

by Indry Dwi Pangestuti 1801070034

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HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG**

By:

INDRY DWI PANGESTUTI

STUDENT NUMBER: 1801070034



TARBIYAH AND TEACHERS TRAINING FACULTY

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The name of the writer is Indry Dwi Pangestuti. She was born in Bengkulu, on August 7th, 2000. She is second child of by couple, Mr. Dedi Suranto and Mrs. Widi Astuti. She live in Trimurjo, on Adipuro village. She was graduated from SD N 1 Adipuro in 2013, She continued her study at SMP N 2 Trimurjo, and graduated in 2015, she studied in SMA N 1 TRIMURJO and graduated in 2018. After she graduated from Senior High School, she chose State Islamic Institue of Metro as a campus to continue S-1 student of English Education Department until now.