The Use Of Whatsapp Messaging As One Of Mobile Learning On Students' Writing Skill Error

Alfitriani Siregar[1], Miss Rohani Pooteh[2], Idris Eal Al Amini[3], Putri Isnin Suryaningsih Hia[4]
[1,4]Prodi Pendidikan Bahasa Inggris, FKIP, Universitas Muhammadiyah Sumatera Utara, Indonesia
[2]Humanities and Social Science, Prince of Songkla University, Thailand
[3]Prodi Ilmu Komunikasi, Fakultas Ilmu Sosial, Universitas Islam Negeri Sumatera Utara, Indonesia
Email: alfitrianisiregar@umsu.ac.id

Abstract

The purpose of the study was to analyze the use of WhatsApp messaging as one of mobile learning on students' errors in writing recount texts with the theme "COVID 19" at SMP Negeri 4 Satu Atap Kuala, Indonesia. This research conducted Junior High School as population of 108 students in the eighth grade. Sample taken use random sampling, reduced of 27 students. The research method used is descriptive-quantitative method. Results showed that four types of writing errors are omissions, additions, misinformation, and sequence errors. The most common types of errors in writing recount text are omission errors of 3.5% and addition errors of 1%. Misinformation with 88.5% errors. And the last ordering error with 7% error. By doing this research, it is hoped that students can practice more and improve their writing skills, especially in recount texts.

Keywords: WhatsApp Message, Mobile Learning, Writing, Recount Text

INTRODUCTION

The concept of *Merdeka Belajar* is also studied theoretically based on the terminology of the meaning of the word "*Merdeka*" is free, not bound, and not dependent on certain people and the concept of "*Belajar*" is learning, the process of interacting with all the surrounding situations (Rusman, 2019). Program of Merdeka Belajar is where students are free to express themselves during the learning process at school, but still follow the rules at school, or students can learn more independently. Teacher's role varies widely, including independent learning facilitators, innovative and creative teacher, teachers with characteristics as teachers, and teachers as motivators (Agustinus, 2021). They act as facilitators who can teach creatively and innovatively in learning process. Education is a learning process, which is learning certainly cannot be separated from the teaching and learning process. Learning is an activity carried out by a person doing an act or producing a change in behavior that is in him in knowledge, attitudes, and skills (Kokom Kumalasari, 2011). Students can be more independent, can learn more to gain an intelligence, and as a result of the learning process they change in knowledge, understanding, attitudes/character, behavior, and skills.

Some students argue that the online teaching and learning process is also not effective. Students' dissatisfaction during online learning are a distraction and reduced focus (Mahmoud Maqableh, 2021) those with very low internet quotas may also feel suffocated. And it is proven that there are still many students who have not been able to understand the information provided. Therefore, 30% of TTM in Indonesia, including North Sumatra, cannot deny this. The difficulty with education is that it lacks a consistent learning process, as well as the intended criteria and quality of learning outputs. Educators and kids alike are concerned about this. Educators, in particular, must be inventive when providing curriculum via online learning tools. This must be modified to the degree of education in order to meet the needs. Physical and psychological stress will result from the impact (mental). As a result, positive, creative, and inventive thinking can aid in the resolution of various issues in the distant learning process by utilizing engaging online learning media to achieve high-quality learning outcomes. However, in order for this to happen, educators must be prepared, have an acceptable curriculum, have access to learning resources, and have stable device and network support so that communication between students and educators may be productive.

Learning activities by training students' writing skills to train knowledge insight, especially practicing writing on grammar. Nigerian students in the English language concluded that the story retelling strategy was effective in improving the comprehension, and writing (Adaeze, 2021). Writing skills in eighth grade students at Al-Bukhary Rantauprapat shown post-test score has increased by 86.9, there are influenced the Explanation Text Writing Skills use media (Sutikno. 2021). From previous research, it seems that students' writing activities need to be developed to write recount text in junior high school. Most of the assignments given by teachers in schools are in the form of writing, with the aim of encouraging students to be more involved in the writing process. However, there are still many writing errors made by students in this scenario, which is caused by a lack of accuracy in doing simple tasks such as making discourses.

Students' writing can be done by using WhatsApp messaging as one of mobile learning. There are 66 students in Penang who have smartphones with WhatsApp as an alternative tool to help the students master in their writing (Haeza, 2021) WhatsApp as a social group holds great potential as an alternative tool to help students improve not only in writing but also in learning the English Language. And the other video based mobile learning on students' writing skills in Indonesia (Asrar, 2011) sometimes teacher can use video, audio, images, voice (Muhammad, 2021) picture to write the describe text, procedure text, narrative text, or recount text. Via WhatsApp messaging as one of mobile learning can help students' writing skill show organization, language use, vocabulary, and sentence mechanics (Nooreen, 2021) or content and technique writing (Alfitriani, 2020) Students will be able to not only develop communication skills but also exchange ideas and gain other benefits from their interactions in WhatsApp.

WRITING RECOUNT TEXT

Writing is a skill that is always link to linguistics. There are various factors that have a part in the substance of a document when writing. According to (Heaton, 1990 : 135), writing is difficult to teach and learn since it requires mastery of not just grammatical and theoretical techniques, but also conceptual and judging aspects. Writing is an important hard process. Depending on who our reader is and what condition they are in, you write differently at different times. That is, you will write about a specific issue, for a certain reader, with a specific objective in mind, using the language you choose for the situation. In writing students not only express their ideas and thoughts in written form but also pay attention to aspects of writing so as to produce interesting written works. Sometimes, students cannot express their ideas in written form which makes them confused about what to write down. This makes students think that writing is difficult so that writing is considered less attractive and boring. In addition, writing is not only pouring ideas that are in mind in the form of sentences and paragraphs (Rostania, 2022). Recount text followed (Derewianka, 1990) A personal recount is a retelling of an event in which the writer was personally involved, such as a personal experience, a personal letter, a diary, entries, a journal, anecdotes, or a postcard. The goal of a factual recount is to accurately recollect events. Accidents, systematic study, science, news recording, and police reports are examples of everyday tasks. The emphasis is on utilizing accurate, factual, and descriptive language to provide the reader a full image of an event, experience, or accomplishment.

MOBILE LEARNING

Today, we talks about technology, it's about mobile learning. Mobile learning is terms mobile technologies, and based on the application for mobile device (e.g., Instagram, WhatsApp, Telegram, Twitter, Ruang guru) and the application of wireless educational technologies (e.g., mobile phones, personal digital assistants, laptop computers, portable digital media players) by using mobile technology, anywhere, anytime. Mobile devices have also become commonplace tools serving a wide array of purposes that may include teaching and learning. Benefit the application for mobile device as mobile learning following; Performance Support is to access when they want, means student who facilitate and monitor peer activities to allow students to assess and aid each other informally, they can share their learning in home by mobile learning. Mobile learning allows for flexibility of access, from anywhere and usually at any time.

Collaborative Learning means that students create to document and assess their own learning, they can share message or video call for fun learn in outside school. The purpose of learning and teaching is expected of the changes in student behavior. Teaching and learning process by using the right strategy, it is expected the results obtained in teaching and learning to satisfy both educators and students. Strategy by selecting the media are as

teaching tools will make it easier for students to absorb knowledge and assist teachers in teaching in the classroom.

Flexibility to learner will choose content to learn, means the use of online mobile learning for assessments that extend beyond quizzes to simulation exercises, virtual labs, and other automated assessments of active student learning, they can video call or receiving message their study from a teacher as long distance in school.

Multi device support use mobiles now keep us in touch in almost all the ways that laptops used to: with email, web browsing, WhatsApp Messenger, photos and videos, documents, searching. Mobile technologies have facilitated social applications such as mobile publishing, listening, and sharing of diverse resources.

Using mobile device with students does not have to be complicated. It with millions of applications that can be downloaded. WhatsApp is a messaging-based application that makes it easy to exchange messages by utilizing internet access. So with WhatsApp you can send document files, photo files, video calls, and voice messages. This application also has Broadcast and Group facilities making it easier for teachers to contact, share with students in one class into one group.

METHOD

Design of this research used descriptive quantitative research. Descriptive quantitative research in this study was carried out to determine the value of the independent variable, either one or more variables (independent) without making comparisons or connecting with other variables.

There are four types of errors that have been found in writing. They are omission, addition, misinformation, and misordering. In this study, the researcher analyzed errors in writing mistakes made by eighth-grade students at SMP Negeri 4 Satu Atap Kuala as the population. After getting the data, the researcher analyzed and investigated the student's errors that occurred in writing the recount text and the types of errors they made.

RESULT

The data was taken from the student's task to make a recount text send via WhatsApp messaging as one of Mobile Learning. The researcher discussed how students describe errors in their sentence structure in an English text writing assignment that focused on several forms of errors. The types of errors are omission, addition, misinformation, and misordering. Here are their results following;

No.	Initial name	Types of error				Total error
		Omission	Addition	Misinformation	Misordering	
1.	EFT	-	-	6	2	8
2.	BG	4	-	8	-	12
3.	RA	-	-	10	-	10
4.	YU	-	-	13	-	13
5.	DP	-	-	8	-	8
6.	RG	-	-	10	-	10
7.	J	-	-	5	-	5
8.	PAP	-	-	6	-	6
9.	AR	1	-	4	-	5
10.	AA	-	-	4	1	5
11.	DH	1	-	5	1	7

12.	APW	-	-	9	2	11
13.	COS	-	1	2	2	5
14.	AP	1	1	4	-	6
15.	NAA	-	-	6	1	7
16.	RH	-	-	2	1	3
17.	ZS	-	-	6	-	6
18.	RR	-	-	4	1	5
19.	MT	-	-	6	-	6
20.	NR	-	-	8	-	8
21.	MS	-	-	5	1	6
22.	API	-	-	11	-	11
23.	WAL	-	-	7	-	7
24.	MCS	-	-	7	-	7

As Describe types of error are; Omission: omitting a necessary component of a valid utterance (I went to pet shop, definite article the omitted)

Addition: putting anything in a sentence that shouldn't be there (does can she dance?)

Misinformation: a morpheme or structure in the incorrect form (I lost my glasses, instead of thing)

Misordering: a morpheme's improper place in a sentence (I to the café went)

And analyzed data; the occurrence of omission error was 7, the occurrence of addition error was 2, the occurrence of misinformation error was 177 and the occurrences of disordering error was 14. Occurrences which totaled was 200. The most dominant error made by students in writing recount text was 177 occurrences or about 88,5 % in misinformation. The most common error was a misinformation error, which occurred 177 occurrences. The error resulted from incorrectly typed phonemes misinformation or mistyping.

In this study, it can be seen that the level of student ability is very different from before learning from home. What we know is that before online learning, the teaching and learning process was very stable and the level of student ability was also quite good. It discussed recount text, it was also explained that the level of student ability. The Teaching and Learning Process (TLP) was well-executed by the researchers, resulting in the achievement of the desired outcome. Students are given the opportunity to communicate ideas and views regarding the contents of a well-heard oral recall text using Absorb Learning.

DISCUSSION

The four categories of errors revealed in this study were omission, addition, misformation, and misordering, based on the results of the students' errors in writing recount text. The occurrences of omission error was 7 or 3,5%. The occurance of addition error was 2 or 1%. The occurance of misformation error was 177 or 88,5%. And the occurances of misordering error was 14 or 7%.

The most common error committed by students in writing recount text was misinformation, which accounted for 177 occurrences or nearly 88,5% of all errors. The most common error was an misinformation error, which occurred 177 occurrences. The error resulted from incorrectly typed phonemes or mistyping.

WhatsApp is a versatile platform for teaching speaking and even reading or even other subjects taught at schools. But this research used students' writing skill using via WhatsApp messaging as one of mobile learning do not influenced their grammar, vocabulary. The contribution of M-learning in the educational world should be fully utilized by teachers to engage in collaborative learning. Junior high school students must study harder, because writing must focus more on practicing grammar, vocabulary in writing English about theme Covid-19. It similarity of this study about online peer review, as an active engagement strategy, has the potential to boost

students' writing skills during this COVID-19 pandemic, when face-to-face activities are extremely difficult to do.

Using mobile devices is very interesting and effective for other skills, but it cannot develop students' writing skills via WhatsApp. It's said the same that further analysis unfolded challenges, limitations and advantages of these social media tools. The study suggests some guidelines for future research related to the use of WhatsApp and Facebook as pedagogical tools to support English language learning and teaching (Rashid Muhammad, 2022). And Students also believed that the WhatsApp application is thought not to be used for searching information, not for understanding complex concepts, slows down when multiple files are uploaded or downloaded, slows down when multiple video calls are conducted and known not to stress users (Ong Elly, 2022). The principle of learning is that students need to be motivated by teachers or educators to feel that learning is a necessity and not a burden. Then, every effort to conceptualize learning material should be arranged in such a way as to make it easier for students to learn (Wasis, 2018). Study used via WhatsApp should be more focused on junior high school students. They used media online to send file of Microsoft power point (text art, image import, animation import, video import) and file pdf.

CONCLUTION

Students' writing skill using via WhatsApp Messaging as one of Mobile Learning should provide many opportunities for students to practice and be more careful in making a correct sentence in recount text writing, to arrange sentences grammatically and precisely, to reduce errors, especially omission errors, which are common in this lesson. This will allow students to apply their knowledge in the real world of writing. For other researchers, they could provide some ways that students could use to increase correctly in other circumstances of writing by seeing the types of errors that occur when writing recount text.

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