

Improving The Writing Skill Students Through Descriptive Text Using Whatsapp Application

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ABSTRACT

This research tried to solve these difficulties by focusing on improving the writing skills of students through WhatsApp applications by answering the questions (1) Is the use of WhatsApp applications effective in improving the writing skills of students? To achieve the aims, the researcher implemented research to improve writing skills by the pre-experimental method. This research was conducted at SMAN 2 Parepare. The subject of this research were students of eleventh grade in SMAN 2 Parepare in the academic year 2022-2023. The population of the research was the students in SMAN 2 Parepare. In this research, the researcher used two instruments. The first instrument is a writing test that mentions a pre-test. The second instrument is the writing test that mentioned post-test. Based on the analysis, the research found that WhatsApp application as a media in teaching could make the students interested in learning writing. Teaching and learning the English language by using WhatsApp is regarded as the newest innovation of the English language teaching strategy.

Keywords: WhatsApp Application; Descriptive Text; Writing

Introduction

The people thought that English was very difficult to learn, lot of seem to think that English language is difficult (Carmen Chirea-Ungureanu: 2015). Some of them did not understand if someone is talking with other person. Sometimes misunderstanding is happened, but the other people considered that English was interesting language that we have to learn about it.

Unfortunately, the aspects of writing makes it is very difficult and complex skill to learn. It is worsened that English teacher in Indonesia still focuses on reading and grammar when they teach writing. It is stated by (Harmer: 2007) for many years the teaching of writing focused on the written product rather than on the writing process. It means that student only directed to have good product of writing than the way how to proceed.

There is no denying that today's students have been spoiled with technological sophistication. Availability of laptops, netbooks, tablets and cellular telephone communication devices that are large enough but comfortable in the hand. For a moment they forgot about the function of paper and pens, so it was not strange to see their writing not as beautiful as the writing of a previous person.

Today's children spend more time with thumbs up, typing various writings, both in the form of short messages or exchanging comments on social media. Their ideas seemed unlimited, expressing what they wanted to express. The sophistication of these communication devices that are able to type long and without constraints make them freely compose the language. Invite children to learn to write using cellular phones, without restrictions and rules, just think about what they want to write.

Writing doesn't come naturally or automatically, but through cognitive efforts, training, instruction, and practice. This skill is not just about the process to construct words into meaningful sentences based on one's ideas. But it is complicated skill since it involves producing meaningful segments to carry a message in the language also the way to develop ideas into comprehensible written form by concerning the aspect of writing such as content, organization, vocabulary, language use, and mechanic (Weigle S.C:2009). Those all above are required by Student in order to learn and acquire writing skill.

Writing is one of important skills to be mastered by student. They used it to communicate, to share of ideas and emotion clearly. That learning to write a second language is not merely learning to put down on paper the conventional, symbol of the writing system that represents he utterances are has in mind, but it is also purposful selection and organisation of ideas, facts, and experience.

In addition Niken Pradita (2016 : 5) writing is not just a skill to construct an idea into sentences or paragraph, but it has complex requirements and process that should be applied by the learners. Thus, it can be clearly understood why writing ia a difficult activity for most people, both in the mother tongue and in a foreign language.

In addition, writing is a thinking process and it is more much than an exercise in transcription or copying. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. Unfortunately, the aspects of writing makes it is very difficult and complex skill to learn. It is worsened that English teacher in Indonesia still focuses on reading and grammar when they teach writing.

It is stated by Harmer for many years the teaching of writing focused on the written product rather than on the writing process. It means that student only directed to have good product of writing than the way how to proceed. The explanation above creates a consideration that writing is very difficult and complex skill to learn.

Nystrand (1989:75) writing is matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an active to share information which is understandable for the readers. So the writer should be able to communicate to the readers through his sentence. Meanwhile, Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that is has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, Sudaryanto (2001:64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion , Tarigan (1992: 21) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

In addition Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constrains of genres, than these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be conclude that writing is an activities of

thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the through into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good an interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

Students must have clear understanding about what exactly writing is and also its aspect they have to apply in appropriate way. Knapp & Watkins (2005:14) state : “Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stage of learning” it is supposed by Byrne (1993:4-5) stated that writing is essentially a solitary activity which is learned through a process of instruction such as the requirements to master the written form of the language and to learn to certain structures which are less used in speech or even not used at all but important for effective communication in writing, and also learning how to organize the ideas in such a way that they can be understood by a reader.

The reason why the students must learn writing even though it is complex ability in learning English is described by Harmer (2007:3), “in the context of education, it is also worth remembering that most exam, whether they are testing foreign language abilities or other skill, often rely on the students’ writing proficiency in order to measure their knowledge.”

There are many method and effective way to used to improve knowledge of English such as song, movie, English novel, joining the course chatting on social media and others. One of them is through social media like whatsapp, Facebook, Instagram, Twitter and so on. Using social media like whatsapp, the user can explore the idea, show expression, update status, etc. hopefully, the students will be trained to learn responsibility stand alone, active, cooperative in solving problem, collaborative and skill in technology.

Unfortunately, there are some problems faced by the teacher and the students in the teaching learning process of writing such as inappropriate teaching techniques applied by the teacher. As it is statd by Alwasilah (2010:1-5) who found in her study that English teacher in Indonesian still focuses on reading and grammar when they teach writing. Unfortunately, the aspects of writing makes it is very difficult and complex skill to learn. It is worsened that English teacher in Indonesia still focuses on reading and grammar when they teach writing. It is stated by (Harmer : 2007 : 11) for many years the teaching of writing focused on the written product rather than on the writing process. It means that student only directed to have good product of writing than the way how to proceed.

From the explanation above creates a consideration that writing is very difficult and complex skill to learn. Writing doesn’t come naturally or automatically, but through cognitive efforts, training, instruction, and practice. This skill is not just about the process to construct words into meaningful sentences based on one’s ideas. But it is complicated skill sinceit involves producing meaningful segments to carry a message in the language also the way to develop ideas into comprehensible written form by concerning the aspect of writing such as content, organization, vocabulary, language use, and mechanic (Weigle S.C:2009). Those all above are required by Student in order to learn and acquire writing skill.

Therefore, concerning with the consideration about the essence and difficulty in learning writing, the teacher must find the way to solve this problem. By creating the easiest way to learn writing, it means that the teacher must find the teaching media to help the Student. The media applied must be able to give opportunity for the student to experience how to write and produce a text.

Language learning by using Information and Communication Technology (ICT) has a great impact to improve language skills. The recent trend in ICT is using social networking such as WhatsApp. Using WhatsApp can improve English language skill, such as reading, writing, speaking and listening. The most recent popular social network is WhatsApp application.

Based on the information students that media has been applied by the teacher is only 25, 9 % who like it, the researcher can conclude that most students are bored with the media that the teacher applied especially in the aspect of writing, and then the researcher will apply WhatsApp application as a media in teaching writing.

After conducting observation and collection information of students from writing class at SMAN 2 PAREPARE, the research has given questionnaire to the student. Based on the questionnaire show that from 27 students there are 12 (44, 4%) students say that (the teachers teach is not pleasing), 7 (25, 9 %) students (are not satisfied with the media taught by the teacher), 14 (51, 8 %) students say that (the lesson taught by the teacher is boring).

From the data above, looks media teach teachers that dominates the behavior of students to not want to write well. Then through this research, the researcher offer developing writing skill students using the WhatsApp application.

By seeing the design, the researcher is inspired to find out about "Improving Writing skill Students' through WhatsApp application of the eleventh grade in SMAN 2 Parepare "

Using WhatsApp is a media that can help students ability to write the text based instruction on the WhatsApp. It is expected that the students can eclipse the problem to write text easily. This can be held in a class and the teacher give them picture and instruction on the WhatsApp as a media to facilitate the student to imagine what they see on the group of WhatsApp and then they write their imagination and ideas in the descriptive text. Thus, the students are expected to improve their skill and increase Students interest about English, especially in writing skill.

Review of Related Literature

They are some researchers that have been conducted a research related to writing, they are as followed:

Nystrand (1989:75) writing is matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an active to share information which is understandable for the readers. So the writer should be able to communicate to the readers through his sentence. Meanwhile, Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that is has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, Sudaryanto (2001:64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (1992: 21) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly.

In addition Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constrains of genres, than these elements have to be

present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

Don Bryne (1998:1) states that writing can be said to be the act of forming the symbol: making marks on a flat surface of some kinds. But writing is clearly much more than the production of sounds. In addition Bell and Burnaby in David Nunan (1989:36) pointed out that writing is strongly complex cognitive in which the researcher is required to demonstrate control of a number of variable's simultaneously.

Based on the explanation expert above, the research concludes that writing is an activity or expression of language to make information or note in the form of letters, symbol, or words. People have used many tools for writing including pain, pens and computer.

Information and Communication Technology (ICT) affects greatly in the education world. The use of ICT in education, including language teaching and learning, is a positive response to the development of the information and communication technology in the third millennium (Hartoyo, 2009). There has been a new trend in the ICT world which is called the social network. Social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifacts and interests with each other (Anderson, 2010). This social network has opened up new opportunities of interaction and collaboration between teachers and learners. The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as face book, twitter, LinkedIn and many others alike have been phenomenally popular in the communication world (Riyanto, 2013). The most recent popular social network is WhatsApp application.

The WhatsApp platform has the following collaborative features (Bouhnik, 2014: 119).

1. Provide online students with the ability to exchange text messages,
2. Images, videos, and voice notes to their social network or group and contacts.
3. Provide students or instructors with the ability to create a group (social network group) that supports the social interactions of up to 11 group members.

There are various learning applications that make learning a pleasant experience in general and many mobile applications in particular foster tremendously learning and are within learners' reach (Rambe & Chipunza, 2013).

WhatsApp is a free downloadable application requiring using a Smartphone to enable the participants to actively get engaged and get involved (Baffour-Awuah, 2015). The WhatsApp could provide the learners with an opportunity to express themselves freely in a non-limited environment thus eliminating the low involvement characterizing the class lectures. Learners could develop technical skills by partaking and utilizing such technology (Rambe & Chipunza, 2013).

The WhatsApp could be a tool used to increase learners' language skills and could provide learners with opportunity to express themselves in free environments (Rambe & Chipunza, 2013; Riyanto, 2013). WhatsApp technology can also improve learners' active involvement in the EFL classroom (Baffour-Awuah, 2015). Lauricella and Kay (2013) reveal that the main motives for using instant messaging might be saving time, handling issues, accessibility and easiness of use.

Technology has a positive effect on both of the teacher and the learner. Lam and Lawrence (2002) claim that technology provides learners with regulation of their own learning process and easy access to information the teacher may not be able to provide.

Method

This method consists of eight section they are research design, research variable, operational definition of the variable, population and sample, instrument of the research, procedure of collecting data, treatment, and technique of data analysis.

A. Research Design

In this research, the researcher would apply pre-experimental method with one group pre-test and post-test design. This is presented as follows:

$$O_1 \quad X \quad O_2$$

Where:

O₁ : Pre-test

X : Treatment

O₂ : Post-tes

B. Research Variable

In this research uses two variables, Writing skill Students' and WhatsApp Application

C. Operational Definition of the Variable

Whatsapp is a media that can help Students ability to write the text based instruction on the whatsapp. It is expected that the students can eclipse the problem to write text easily. This can be held in a class and the teacher give them picture and instruction on the whatsapp as a media to facilitate the student to imagine what they see on the group of whatsapp and then they write their imagination and ideas in the descriptive text. Thus, the students are expected to improve their skill and increase Students interest about English, especially in writing skill.

D. Population and Sample

1. Population

The population of the research was the students in SMAN 2 PAREPARE. There were three classes namely X, XI IPS XII IPS each class was consisted of about 27 students. The total number of the population was 72 Students. For more detail, the researcher described it into the table.

Table 1. Population in SMAN 2 PAREPARE

| NO | Class | Sex | | Total |
|-------|---------|------|--------|-------------|
| | | Male | Female | |
| 1 | X | 10 | 17 | 27 students |
| 2 | XI IPS | 12 | 15 | 27 students |
| 3 | XII IPS | 11 | 16 | 27 students |
| Total | | | | 72 students |

Source: SMAN 2 Parepare Data

2. Sample

In taking the sample of this research, the research used purposive sampling, by taking class XI IPS as sample. The student in the class is consisted of 27 students.

E. Instrument of the Research

In this research, the researcher using two instrument. The first instrument is writing test that mentioned pre-test that the researcher give to the students before giving treatment. The purpose of this test to know the early students writing skill. The second instrument is writing test that mentioned post-test that the researcher

give to the students after giving treatment the purpose of this test to know the effectiveness whatsapp application through writing skill students.

F. Procedure of Collecting Data

The procedure of collecting data in this research is pretest, treatment and post test.

G. Technique of Data Analysis

Technique of data analysis, in this research the researcher applied the test analyze quantitatively. This quantitative analysis employed statically calculation to test the hypothesis. The researcher will employ some steps as follow:

3.6.1 Scoring the students correct answer of pre-test and post-test by using this

$$\text{formula: } \text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

Formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} : Mean score

$\sum x$: Total of raw score

n : Number of students.

Result

The Description of the Research

The researcher obtained of two kinds of data; the scores of pre-test and the scores of post-test

The Scores of Pre-test

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

Table 2. The Students Pre-Test Score

| No | Name | Score | | | | | Pretest score | Classification |
|----|------|-------|----|----|----|----|---------------|----------------|
| | | C | O | V | L | M | | |
| 1 | ANH | 15 | 10 | 9 | 18 | 3 | 55 | Poor |
| 2 | APD | 19 | 11 | 14 | 23 | 2 | 70 | Fair |
| 3 | AFF | 21 | 16 | 14 | 21 | 3 | 75 | Good |
| 4 | AAR | 17 | 12 | 11 | 22 | 3 | 65 | Fair |
| 5 | AMA | 14 | 12 | 13 | 18 | 3 | 60 | Fair |
| 6 | AN | 16 | 11 | 15 | 21 | 22 | 65 | Fair |
| 7 | A | 21 | 10 | 15 | 21 | 3 | 70 | Fair |
| 8 | BN | 17 | 13 | 9 | 19 | 2 | 60 | Fair |
| 9 | DN | 22 | 10 | 12 | 18 | 3 | 65 | Fair |
| 10 | M | 20 | 13 | 12 | 18 | 2 | 65 | Fair |
| 11 | FA | 17 | 15 | 10 | 10 | 3 | 55 | Poor |
| 12 | F | 24 | 10 | 12 | 17 | 2 | 65 | Fair |
| 13 | I | 23 | 14 | 13 | 17 | 3 | 70 | Fair |
| 14 | JA | 19 | 15 | 15 | 19 | 2 | 70 | Fair |
| 15 | LAW | 19 | 12 | 13 | 13 | 3 | 60 | Fair |
| 16 | MU | 19 | 14 | 15 | 15 | 2 | 65 | Fair |
| 17 | MFM | 23 | 11 | 13 | 15 | 3 | 65 | Fair |
| 18 | MA | 19 | 13 | 12 | 23 | 3 | 70 | Fair |

| | | | | | | | | |
|-------|-----|----|----|----|----|---|-------|------|
| 19 | MR | 22 | 14 | 11 | 15 | 3 | 65 | Fair |
| 20 | N | 23 | 12 | 15 | 22 | 3 | 75 | Good |
| 21 | NAF | 16 | 11 | 10 | 21 | 2 | 60 | Fair |
| 22 | R | 15 | 9 | 14 | 20 | 2 | 60 | Fair |
| 23 | RHK | 16 | 8 | 14 | 20 | 2 | 60 | Fair |
| 24 | TSY | 19 | 12 | 17 | 23 | 4 | 75 | Good |
| 25 | WN | 15 | 9 | 14 | 20 | 2 | 60 | Fair |
| 26 | YH | 18 | 13 | 12 | 20 | 2 | 65 | Fair |
| 27 | ZP | 19 | 11 | 12 | 20 | 3 | 65 | Fair |
| Total | | | | | | | 1.755 | |

Source: Result of Pre-test

From the result of the pre-test, none Student have score very poor or in interval <40, 2 student have score in interval between 41-55 and classified as poor, 22 student have score in interval 56-70 and classified as fair, 3 students have score in interval 71-85 and classified as good and none students who got very good score or interval 86-100. The score was classified into five levels as follow:

Table 3. The Frequency and Percentage of the Result Pre-Test

| No | Classification | Score | Frequency | Percentage % |
|-------|----------------|--------|-----------|--------------|
| 1 | Very good | 86-100 | - | - |
| 2 | Good | 71-85 | 3 | 11.12% |
| 3 | Fair | 56-70 | 22 | 81.48% |
| 4 | Poor | 41-55 | 2 | 7.40% |
| 5 | Very poor | > 40 | - | - |
| Total | | | 27 | 100 |

Source: Result of Pre-test

The tables above describe that none students classified into very good at the pre-test, but most of the student's score classified into poor with rate frequency 2 (7.40%) of students. At the fair there were 22 (81.48%), 3 (11.12%) students score classified good there was no students classified as very poor and very good.

Table 4. Frequency Table Pre Test

| Pretest | | | | | |
|---------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 55 | 2 | 7.4 | 7.4 | 7.4 |
| | 60 | 7 | 25.9 | 25.9 | 33.3 |
| | 65 | 10 | 37.0 | 37.0 | 70.4 |
| | 70 | 5 | 18.5 | 18.5 | 88.9 |
| | 75 | 3 | 11.1 | 11.1 | 100.0 |
| | Total | 27 | 100.0 | 100.0 | |

Source: Output SPSS 21 For Windows

Table above shown that the number of sample was 27 (twenty seven) students' score could be described from table above that the students' maximum score was 75 and the minimum score was 55, the mean score 65,00 the median score 65,00 and the standard deviation score was 5.547.

The Histogram of Pre-test Scores

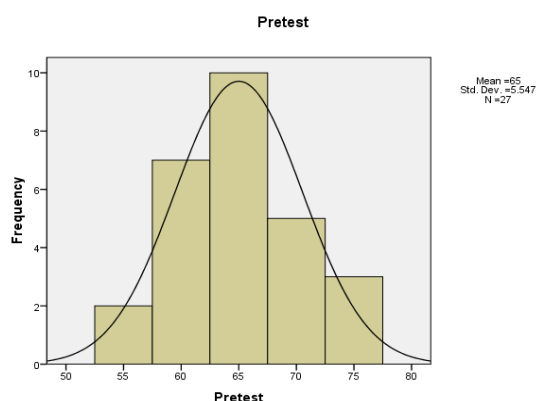
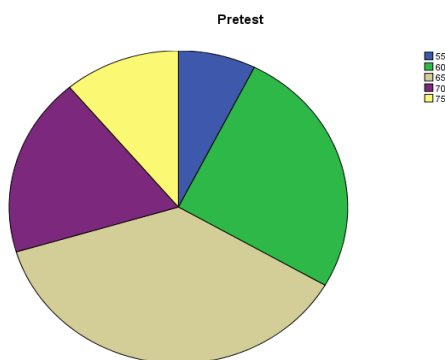


Chart Pie Chart of Pre-test Scores



The Scores of Post-test

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

Table 5. the Students Post-test Score
POST TEST

| No | Name | Score | | | | | Pretest score | Classification |
|----|------|-------|----|----|----|---|---------------|----------------|
| | | C | O | V | L | M | | |
| 1 | ANH | 15 | 15 | 13 | 18 | 4 | 65 | Fair |
| 2 | APD | 23 | 11 | 14 | 23 | 4 | 75 | Good |
| 3 | AFF | 26 | 19 | 15 | 21 | 4 | 85 | Good |
| 4 | AAR | 17 | 12 | 11 | 22 | 4 | 65 | Fair |
| 5 | AMA | 23 | 12 | 13 | 18 | 4 | 70 | Fair |
| 6 | AN | 20 | 13 | 17 | 21 | 4 | 75 | Good |
| 7 | A | 25 | 19 | 15 | 21 | 5 | 85 | Good |
| 8 | BN | 22 | 13 | 11 | 19 | 5 | 70 | Fair |
| 9 | DN | 26 | 14 | 13 | 18 | 4 | 75 | Good |
| 10 | M | 27 | 17 | 18 | 18 | 5 | 85 | Good |
| 11 | FA | 24 | 16 | 16 | 15 | 4 | 75 | Good |
| 12 | F | 26 | 17 | 16 | 17 | 4 | 80 | Good |
| 13 | I | 23 | 16 | 16 | 17 | 3 | 75 | Good |
| 14 | JA | 18 | 13 | 15 | 19 | 5 | 70 | Good |
| 15 | LAW | 22 | 24 | 16 | 18 | 5 | 85 | Good |

| | | | | | | | | |
|-------|-----|----|----|----|----|---|-------|------|
| 16 | MU | 24 | 17 | 16 | 15 | 3 | 75 | Good |
| 17 | MFM | 23 | 15 | 13 | 15 | 4 | 70 | Good |
| 18 | MA | 19 | 13 | 12 | 22 | 4 | 70 | Good |
| 19 | MR | 25 | 18 | 16 | 17 | 4 | 80 | Good |
| 20 | N | 22 | 12 | 15 | 22 | 4 | 75 | Good |
| 21 | NAF | 25 | 15 | 14 | 23 | 3 | 80 | Good |
| 22 | R | 23 | 14 | 15 | 20 | 3 | 75 | Good |
| 23 | RHK | 19 | 16 | 8 | 14 | 3 | 60 | Fair |
| 24 | TSY | 24 | 15 | 19 | 23 | 4 | 85 | Good |
| 25 | WN | 19 | 10 | 14 | 20 | 2 | 65 | Fair |
| 26 | YH | 22 | 14 | 16 | 20 | 3 | 75 | Good |
| 27 | ZP | 26 | 15 | 19 | 21 | 4 | 85 | Good |
| Total | | | | | | | 2.030 | |

From the result of the post-test, none Student have score very poor or in interval <40, none Student have score poor or in interval between 41-55, 6 student have score in interval between 56-70 and classified as fair, 21 students have score in interval 71-85 and classified as good and none students who got very good score or interval 86-100. The score was classified into five levels as follows:

Table 6. The Frequency and Percentage of the Result Post-test

| No | Classification | Score | Frequency | Percentage % |
|-------|----------------|--------|-----------|--------------|
| 1 | Very good | 86-100 | - | |
| 2 | Good | 71-85 | 21 | 77.78% |
| 3 | Fair | 56-70 | 6 | 22.22% |
| 4 | Poor | 41-55 | - | |
| 5 | Very poor | > 40 | - | |
| Total | | | 27 | 100 |

Source: Result of Post-test

Table 7 Frequency Table Post test

| Posttest | | | | | |
|----------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 60 | 1 | 3.7 | 3.7 | 3.7 |
| | 65 | 3 | 11.1 | 11.1 | 14.8 |
| | 70 | 5 | 18.5 | 18.5 | 33.3 |
| | 75 | 9 | 33.3 | 33.3 | 66.7 |
| | 80 | 3 | 11.1 | 11.1 | 77.8 |
| | 85 | 6 | 22.2 | 22.2 | 100.0 |
| | Total | 27 | 100.0 | 100.0 | |

Source: Output SPSS 21 For Windows

At the post test of students none classified at very good , 6 (22.22%) students classified fair, Good there were 21 (77.78%) students, none students classified at very poor score and none students classified poor.

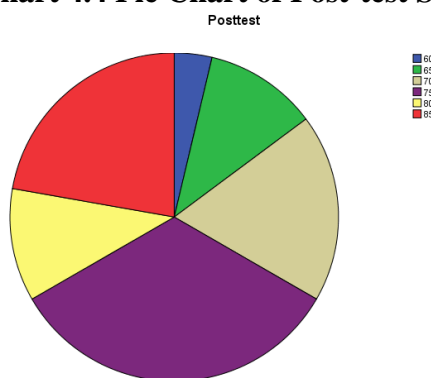
Table 8. The Statistic Result of Post-test Statistics

| Posttes | | |
|----------------|---------|-------|
| N | Valid | 27 |
| | Missing | 0 |
| Mean | | 75.19 |
| Median | | 75.00 |
| Mode | | 75 |
| Std. Deviation | | 7.136 |
| Minimum | | 60 |
| Maximum | | 85 |
| Sum | | 2030 |

Source: Output SPSS 21 For Windows

Table above shown that the number of sample was 27 (twenty seven) students could be described from table above that the students' maximum score was 85 and the minimum score was 60, the mean score 75.19, the median score 75.00 and the standard deviation score was 7.136.

Chart 4.4 Pie Chart of Post-test Scores



The chart above showed of the post-test score distribution and frequency of the students writing skills, none students got very good score, 6 (22.22%) students got fair scores and 21 (77.78%) students got good scores.

Conclusion

WhatsApp is effective in improve writing students. Teaching and learning English language by using whatsapp is regarded as the newest innovation of English language teaching strategy. Teachers and students can interact online with others through its features of whatsapp. So, using WhatsApp is a media that can help students ability to write the text based instruction on the WhatsApp. It is expected that the students can eclipse the problem to write text easily. This can be held in a class and the teacher give them pictures and instruction on the whatsapp as a media to facilitate the students to imagine what they see on the group of WhatsApp and then they write their imagination in ideas in the descriptive text. Thus the students are expected to improve their ability and increase the students interest about English, especially in writing skill.

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