

Effective Strategy in Writing with WhatsApp In EFL Classes

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Abstract

The implementation of 21st century learning in the world help teachers and students interact even remotely with the use of IT, 21st century learning focuses on the use of IT during their learning process IT relates to the use of technology during learning activities, technology is flexible can access it anytime and anywhere. Teachers and students are required to learn how to use IT so the learning activities will run smoothly. IT facilitates learning activities, teachers can send material to students through applications, one of the applications is WhatsApp. Various learning activities can be done on WhatsApp. Nowadays, students' interests with writing are very low, not all of student's interest with writing. By the use of WhatsApp can help to improving students' writing skill, the teacher should know what students like and give students interesting materials that can increase students' writing skill, students can explore their knowledge by write the materials on WhatsApp and also students can exchange ideas with other students and also the teachers about the materials. In addition, the use of WhatsApp has advantage, the advantage is teachers and students can do the learning activities with no time limit. The use of WhatsApp can be supported by mobile assisted language learning (MALL). This study used descriptive qualitative approach. This study aimed to find out the implementation of WhatsApp application during learning activities. The subject of this study was EFL teacher. The data develop by giving information about the effective strategy in writing using WhatsApp in EFL context.

Keywords: IT, EFL, WhatsApp, Writing Skill

INTRODUCTION

The form of learning evolves over time. Currently, the learning that used is 21st century learning. In the 21st century learning, teachers and students learn assisted by the use of technology. 21st century learning cannot be separated with the use of technology. The implementation of 21st century learning makes people focus on developing technology during the learning process. Not only focuses on the development of technology but also the development of the learning process quality. Teachers should to motivate themselves and not only teachers but also students need to motivate themselves to improving the use of technology during learning process and also the quality of learning process (Kurniawati et al., 2021). 21st century learning facilitates students to upgrade their skill especially when using technology. It is also related to improving students' skills. In addition, the implementation of technology is not easy due to the COVID-19 pandemic which spreads to all countries in the world.

COVID-19 spreads all over the world starting in 2020. COVID-19 is a dangerous virus that attacks the human immune system. With the emergence of this virus, the government asks everyone to wear masks, use hand sanitizer and wash their hands to avoid this virus. This virus has a lot of impact on people's lives and the number of patients is increasing over time. With this, the government provides quarantine to the community so that the patient rate decreases. COVID-19 has changed several aspects, one of the aspects is

education. Learning that was initially carried out face-to-face learning change into online learning. Moreover, teachers and students need to adapt with the new condition that is online learning. After post-pandemic the learning activities changed into blended learning.

Blended learning is learning activities that combine online learning and face-to-face learning. The implementation of blended learning still cannot be separated with technology. The examples of technology that used during blended learning are Zoom and Google Meet. Learning process can be in the form of face-to-face learning and in the next learning activities can use technology such as Zoom, Google Classroom and many more. Not only technology, there are several things that can support the implementation of blended learning, for examples internet connection and learning strategies that teacher used to increase students' interests during blended learning. Teachers and students lives in different areas that has different quality of internet connection, internet connection also often hinders the implementation of blended learning because of the bad quality of internet connection. Moreover, one of the learning strategies that the teacher often use during blended learning is power point. Power point can assist teacher when teacher explains the material, the power point provided slides that will makes students interest with the materials. The tools used during online learning can be through, one of them is mobile phone.

Mobile assisted language learning is a learning tool through smart phone that can be used by teachers and students to support learning activities. Using mobile assisted language learning (MALL) makes students flexible to study anywhere and anytime (Marcela, 2020). Various learning applications can be accessed with smart phone for examples WhatsApp, Google Classroom, Padlet, etc. The use of mobile assisted language learning (MALL) support students as well as EFL students during online learning. As students that study about foreign language it will be really challenging to study during online learning. In addition, mobile assisted language learning (MALL) support students when study so the learning process will be easier. One of the applications that can make the interaction between teachers and students easier and one of the mobile assisted language learning (MALL) is WhatsApp.

WhatsApp is an application that has many features to support learning process for example voice chat, text chat, video call, etc (Walidaini, 2021). WhatsApp can make teachers and students interact to each other remotely. The use of WhatsApp during online learning can improve students' writing skill. Writing skill need students' critical thinking to deliver their opinion about the materials. WhatsApp is a good application to students to write their ideas and explore it. There are some previous studies that investigates about the use of WhatsApp to improve students' writing skill, Dumanauw et al., (2018) delve about the use of WhatsApp to teach writing by using recount text. Students gave the positive feedback about using WhatsApp that can be seen from their achievement. Moreover, Rosalinda et al., (2022) investigate about students' perception while using WhatsApp to learn about writing. Students like to use WhatsApp and they gave positive response about the use of WhatsApp during learning process. Wahyuni & Febianti (2021) also inspect about using WhatsApp to enhance students' writing skill through MALL. The results showed that MALL is a suitable teaching strategy in increasing students' writing skill using WhatsApp. Siregar et al., (2022) inquire about the use of WhatsApp application to help students with their writing error in order to students can practice more to improve their writing skill. Rokhmah (2020) explore about students' writing skill through telecollaboration using WhatsApp and Facebook. It showed

that WhatsApp is an appropriate application to students use during learning process specially to increase their writing skill.

WhatsApp is the right application to improve students' writing skill. Using WhatsApp students can share their ideas and students can get the new information from the other students. Not only share ideas, students also can improve writing skill. Students also can get the new knowledge by search and write the materials given by teacher. Thus, WhatsApp can help students to improve their writing skill by using the features that available on WhatsApp and by using various and effective strategy. The aims of this paper is to find out the effective strategy when using WhatsApp to improve EFL students' writing skill.

METHOD

This study used descriptive qualitative method. By using qualitative research, the researcher inspects a social phenomenon namely effective strategy in writing with WhatsApp in EFL classes. The respondents for this study are EFL teacher and students. The information collected mainly concentrated on MALL in EFL context, the use of WhatsApp in EFL context, the advantages of WhatsApp for EFL students, the use of WhatsApp in writing skills. Each data is inspected systematically.

The samples for this study are EFL teacher and students in SMK Negeri 1 Singaraja. There will be 10 students that interviewed about the implementation of WhatsApp during learning activities during blended learning. During collecting the data, the writer joined two classes (PH A & PH C) in grade XII that learn English. The interview also discussed about effective strategy that students prefer to use. The interview was informal. Students state their opinion about effective and fun strategy to use during learning in order to improve writing skill such as interesting materials, collaborative or individual learning and many more.

The researcher only used one step during collect the data that is interview. The analysis of data in findings were interpreted based on the interview. When analysed the data, there are three steps, the first one is transcribing the data move to reducing the data and describing the data.

FINDINGS AND DISCUSSION

FINDINGS

This section focuses on the results of the interview with students. From 10 students, 5 of them give the positive feedbacks with the use of WhatsApp during blended learning. They think that WhatsApp is easy to access, "WhatsApp is my favorite application during learning process" it means that the implementation of WhatsApp can make students comfortable during learning. The teachers also give them materials in the form of Pdf and also it can be in the form of website link so students can learn the materials. Most of students also said that the interaction between teacher and students when using WhatsApp is still effective, the teacher still answers students' questions. Meanwhile, there are 5 students that give negative feedbacks with the use of WhatsApp. "WhatsApp really boring, the teacher only gives students task and did not explain the materials well". It makes students not excite during learning process and just focuses on the grade not the process.

DISCUSSION

Mobile Assisted Language Learning (MALL) in EFL Context

These days, the community is comfortable using a mobile phone. Mobile phone are used to interact with friend who are far away and also mobile phone can use to get the new information. Moreover, mobile phone can facilitate teachers and students during learning. The technique that can be used is mobile assisted language learning (MALL). Mobile assisted language learning (MALL) is mobile technologies that can help students to learn language successfully (Solihin, 2021). MALL are useful to learn language especially English language.

Mobile assisted language learning or it can be called MALL supply the flexibility of time to students to learn English (Hazaea & Alzubi, 2018). For students who are just learning EFL, it will be very easy to learn anytime and anywhere by using mobile phone. MALL has significant effects to students when learning EFL, students increased their pronunciation, vocabulary and also intonation when learning EFL using MALL moreover there is also negative effects that is lack collaboration of students (Parudani et al., 2021). MALL is suitable to use during the implementation of IT during learning process.

The Use of WhatsApp in EFL Context

WhatsApp is an application that can be used to support learning process in order to increasing the implementation of IT. WhatsApp also supported by mobile assisted language learning (MALL). Many teachers use WhatsApp in the form of WhatsApp group to interact with students even at a distance and share materials (Dumanauw et al., 2018). The use of WhatsApp also helps students who learn English language or EFL students to study. WhatsApp can improve students' skill in listening, reading, speaking and also writing. Moreover, WhatsApp is easy to use and WhatsApp is one of the applications that people use for communicate.

WhatsApp has benefits to English learning. WhatsApp can increase students' English language skills and systems, give various implications in English language learning, intensify students' motivation, positive attitude and WhatsApp can build an interesting learning process (Saiful, 2018). WhatsApp is easy to use to support learning activities. For the EFL students, WhatsApp can help them to learn English with their way to improve their skills.

The Advantages and Disadvantages of WhatsApp in EFL Context

Every aspect in this world has their own advantages as well as WhatsApp. As the application, WhatsApp has their advantages and disadvantages when people used it. The use of WhatsApp in learning activities provide many benefits for learning activities especially for EFL students. The advantages that WhatsApp has for EFL students are WhatsApp can share materials and discuss it together easily through group chat (Walidaini, 2021). The feature on WhatsApp that can create a group for the class is helpful to make students share their ideas with teachers. WhatsApp is a great application to students who have a problem with internet connection and data package, WhatsApp does not need so much internet connection. Students who are shy to state their opinion will confident when the learning process using WhatsApp because WhatsApp can lower students' anxiety during learning activities (Kheryadi, 2017).

Moreover, WhatsApp also has disadvantages. The disadvantages that WhatsApp has for EFL students are students are not when answer teacher's question while giving the

materials (Nuraeni & Nurmalia, 2020). It is important to make the learning activities' atmosphere more fun and enjoyable through WhatsApp. WhatsApp is only used for chat so that it can reach every student, it cannot be used if the teacher wants to make video calls with every student. The other disadvantage is the file that send by the teacher is too big so that students cannot open it.

The Use of WhatsApp in Writing Skill

WhatsApp is a good choice to improve students' writing skill and also to implement the use of mobile assisted language learning (MALL). WhatsApp is the application that focuses on chat so students can share their ideas by write it on the group chat. Teacher and student can use WhatsApp to improve writing skill. In WhatsApp there is a chat feature to make the communication easier. Students can write their ideas there and share to each other so both of teacher and students can discuss the material together and increase their knowledge. Students' interests in writing are very low. Teacher should look for the effective and fun strategy. Examples of effective and fun strategy are teacher can give students video that related to the topic after that students can write what is the video about and many more. The second example effective and fun strategy is teacher can ask students to write about their holiday experiences. With holiday experiences, students will refresh their mind and try to write their experience in interesting way. The third example effective and fun strategy is when the teacher gives students material about descriptive text. Students can describe person, animal, food and many more that they like. Using descriptive text is one of the effective ways to increase students' writing skill. Writing skill need critical thinking and ideas, teacher and students can cooperate to each other by discuss it.

There are some previous studies about the use of WhatsApp in order to improve students' writing skill. Dumanauw et al., (2018) investigates about teaching writing using recount text. Recount text is a good material to improve students' writing skill because students can make their own recount text, the result also shows positive feedback from the students. Moreover, Rosalinda et al., (2022) delve about students' perception when using WhatsApp during learning about writing. The result explain that students excited and interest to learn writing using WhatsApp. Wahyuni & Febianti (2021) inspect about enhancing students' writing skill by using WhatsApp through MALL. WhatsApp is a good strategy to increase students' interest in writing their ideas.

There are also other previous studies about the use of WhatsApp in writing skill. Siregar et al., (2022) delve about the use of WhatsApp to identify students' writing error. Students can improve their writing skill by knowing their writing error, students can practice more to be better writer in the future. Rokhmah (2020) inspect about students' writing skill through telecollaboration using WhatsApp. The result of this study is the use of WhatsApp application and Facebook can make students learn outside of the class. Writing is good to explore students' ideas and their knowledge with the materials.

Based on the interview, the use of WhatsApp has their own advantages and disadvantages from students' point of view. Not all of students (50% students) give positive feedback towards the use of WhatsApp, it means the teacher need to find out the various ways that appropriate to use.

CONCLUSION

WhatsApp is the application that can facilitates learning activities even at a distance. The use of WhatsApp has the relation with mobile assisted language learning (MALL). MALL is using mobile technologies that can support learning process. Mobile technologies that teachers and students usually used during their daily activities like mobile phone. MALL cannot be separated with the use of IT. 21st century learning has a characteristic by involving technology during learning activities.

WhatsApp is one of the implementations of IT during learning activities. Teacher use WhatsApp to share the materials and learn together with students. EFL students also use WhatsApp during their learning activities to improve their skills especially writing skill. To improve students' writing skill, teachers and students can use the feature chat on WhatsApp and increasing knowledge. Teachers also can give students a motivation to write in order to improve their writing skill by giving them an interesting topic and using effective strategy.

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