

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDING

This chapter presents data presentation and findings of this study. In line with the formulation of the research question, data presentation provides description about the Contribution of Chatting Using WhatSapp on the Student's Ability in Developing English Writing fifth Semester of English Department at IAIN Tulungagung and describes the contribution of chat through WhatsApp in learning writing.

A. Data Presentation

As presented in the previous chapter, research data were collected using methods of data were collected using two methods of data collection namely observation and interviews with fifth Semester of English Department.

Data is presented in the form of descriptions, screenshots, paraphrases, and direct quotes. This section presents data found in the field, observations and interviews were conducted to collect data related to observing the use of What Sapp chat in improving and utilizing writing in online classes. The researcher conducted the observation on February, 19th 2020. Observations took place through an online class What Sapp group then the researcher joined in that group. To strengthen the data taken from observations, researcher also conducted interviews with four students from fifth Semester of English Department as a sample. It was done on February, 20nd - 23rd 2020.

During the observation, the researcher observed the writing process of students in an online class that the researcher followed through the WhatsApp group. The researcher also made a note and record while the interview.

At the beginning of the opening the online class the admin asks the condition as a start to the members What Sapp group and reminds each of the rules that were made at the beginning of the formation of the online class. For the next Admin sent QOTD (Question of the Day). So, every week the Admin took turns threshing QOTD. Then each participant who is a member must answer that question. But sometimes they are allowed to directly answer via What Sapp but trough writing on paper then they send Via Photos and share it in the group. Its function is to minimize copy paste from other friends.

Sometimes were some questions sent by the Admin by WhatsApp group and they are not allowed to send in the group WhatsApp, but send it directly to the Admin and provide a limited time. If it exceeds the specified limit then the answer will not be corrected. Then the admin gave the freedom of the type of questions that will be given to members of the WhatsApp group. They divide it into many categories, sometimes they give grammar questions, sometimes they asked to complete the sentence that is skipping, there are also they are told about the arguments.

After that each member must actively give comments answers from their friends. This argument aims to see their writing skills. Then their comments aim to see how good their pronunciations are.

Each WhatsApp group is overseen by the Lecturers of the course, with the aim of lecturers can supervise who of those who are active and who are not active sometimes the lecturer also gives an addition when in the group encounters difficulties, the lecturer also reminds the admin to immediately send the questions if it is approaching the dateline.

The purpose of holding online classes in this course is to introduce the technology function to students as a teaching tool in the current technological era. Even the lecturer introduces to students that WhatsApp is not only used as means of entertainment but also an educational tool.

1. Data Presentation About the Benefits of WhatsApp in the Process of Learning Writing Fifth Semester in English Department at IAIN Tulungagung

The benefits of online classes themselves are giving students easy access to education wherever they are. In addition, Online Class also offers an optimal learning process that suits each student's needs. It was stated by one of the student during interview process in which the student said:

I agree if technology has argued effect on almost all aspects of our lives, one of which is in the field of education. Over the last few years, Online Class has been growing rapidly thanks to its amazing benefits for students and educators. Online class gives students easy access to education wherever they are. Class online also offers an optimal learning process that suits each student's need. (Students 1, 20nd February 2020. At 04.00 Pm)

WhatsApp as a media online class especially in writing provides the ability for teacher to track student progress and ensure that they meet their performance achievements. For example, if students fail to pass their online exam, teachers can offer them learning methods that are more suited to their personalities so that they will more easily absorb learning

material and ultimately improve their learning performance, as mentioned by the Students interview:

The sophisticated WhatsApp chat prepare system provides reporting and analysis tool features that also allow the lecturer to determine which Online Class areas still lacking and which are already very good. If for example there are many students who have difficulty in mastering certain learning materials, for example, the Lecturer can evaluate it and make improvements necessary. (Students 1, 20nd February 2020. At 04.00 PM)

The interviews conducted via WhatsApp calling service revealed that the students approved using a WhatsApp closed group next time so as to use it for posting materials and information about the practicum course. This group should involve students in previous practicum courses and recent students to exchange ideas and experiences. The supervisor himself should administer this group, according to most students, while two students stated that one or two students can help the supervisor to be joint-admins. In this respect, three students reported that WhatsApp groups are more convenient, less troubling and helps students to benefit more. As mentioned by the second interviews:

The creation of groups that are commonly done by the students in their respective WhatsApp applications can be used to exchange information, disseminate information, and can create a learning material from lectures or other sources. (Students 4, 21February 2020. At 03.00 PM).

One student said in a group:

WhatsApp allows us to support each other when we exchange information, opinions, including lesson plans, worksheets and visual aids related to textbooks writing. . (Students 4, 21 February 2020. At 03.00 PM).

The second students responded enthusiastically by saying:

I have benefited greatly from WhatsApp features mainly the use of free voice calls, which allows me to chat with classmates for hours when i have difficulty in writing project. (Students 1, 20nd Februari 2020. At 04.00PM).

2. Data Presentation About the Contribution of WhatsApp Through Learning Writing Fifth Semester in English Department at IAIN Tulunggaung

WhatsApp as a relatively new tool in education, it has similar positive characteristics as previous technological tools that are implemented, but it seems that WhatsApp has some up-to-date features that encourage lecturer and students to use it in order to enhance understanding. Although the characteristics of the different platform and of WhatsApp as a learning tool serve different ages, this research is revealing a unique phenomenon in writing Classes. As mention by third interviewer:

The students have positive responses towards using WhatsApp Messenger in teaching writing in the classroom. Using WhatsApp Messenger is easy to learn. It makes the students enthusiasm to learn and could help them to write good text. It is a pleasant and good media in teaching learning process. It is not a boring media. The students like to participate in the WhatsApp Messenger because they can have opportunity to study in pair or individually and it can improve their achievement in writing. (Students 4, 21 February 2020. At 03.00 PM).

WhatsApp as social media is very possible to be used lecturers as learning writing media. Media use ordinary learning is abbreviated with the world Mobil. Writing skills as a productive language skills is the most complex thing that requires several vocabulary mastery requirements, grammar, ability to compile and arranging ideas, and developing ideas in a need which is logical, compact and easy to understand, presentation of material with the media WhatsApp is able to make students to develop more creatively and pouring ideas in written form especially paragraphs of narration or arguments. The student's interviewer stated:

Using WhatsApp Messenger is good media in teaching writing, besides that WhatsApp Messenger can be used not only in the classroom but also in out of classroom. Then, using WhatsApp Messenger gives chance to the students in working in pairs or individually and giving evaluation to each other. Next, using WhatsApp Messenger is

also facilitated the lecturer to share the materials and also make the students easy to get some information from the Lecturer. After that, using WhatsApp Messenger is also facilitated the teacher to give the assignment and also for collected the assignment. (Students 3, 22nd February 2020. At 01.00PM).

In writing learning, the mental burden of students must be removed because it will inhibit creativity. Students who feel afraid and are burdened in facing a lesson or feel afraid of doing wrong in their learning task, feel inferior so that the freedom and courage to express their abilities will be lost. Therefore, WhatsApp really helps students to be free and brave in expressing their abilities to increase writing skills. The description was stated by fourth student's interviewer:

When using the WhatsApp Chatting writing learning feels more interesting and not boring. In writing an argument also quickly find new ideas. Because using WhatsApp is more interesting and not bored than having to write in paper. When we are wrong in writing then WhatsApp will automatically replace our wrong write. That is why writing learning is more interesting and effective. (Students 2, 23rd February 2020. At 09.00Am).

One of the ways to use WhatsApp as a discussion forum and disseminate writing learning materials to students is by forming WhatsApp group, in WhatsApp the group will be automatically known if one sends a specific message and others can provide clear responses related to the topic you want discusses. With the aim between students and lecturers being able to hold a discussion forum and disseminate learning material not necessarily in person or face to face but can be done online, the formation of groups on WhatsApp proves that the dissemination of learning material cannot only be the blog only. The fourth students interviewer stated:

When using WhatsApp in writing the lecturers can more easily correct students work. Because, of its very flexible nature. And when the lecturer wants to mark the wrong students work. Lecturers can use bold text, italic text, or use the symbols and colors that provided by WhatsApp. So writing learning through WhatsApp makes students more interested. (Students 4, 21 February 2020. At 03.00PM).

Many students do not like to write. They associate writing in the school context with boring assignments and a punitive environment of criticism and negative feedback. In other words, the fun is missing. However, if one considers writing as any form of textual communication, it becomes clear that students actually write a lot. Type of writing that helps students learn English. If students are not ready to write essays, they can practice with shorter texts to develop their writing skills using the WhatsApp chat.

WhatsApp technology can also enhance students' active participation in the EFL classroom. It can provide students with: a) an opportunity for practicing the language for free, b) more personal and comprehensive relationship between students and teachers, c) a chance for students not to be more sociable only but to learn better, and d) an opportunity for students to relate their opinions to those of others. Also, we should make use of modern technology in writing learning. In the past, it was difficult to communicate with students especially after the class. The teacher made great efforts to prepare material and Aids to prepare their lesson. With passing of time and increasing advance in technology, we should be a part of this technology. We should make use of them in learning writing process. It can be seen on below interview:

The students felt free to express their ideas. At the same time, he had the opportunity to correct and edit his writing. Also, all his friends' participations in the group were in front of him and handled for free. The students in the beginning of the program were imitating each other writing. But gradually, they wrote on their own. And if there are difficulties students can be able to ask the lecturer via WhatsApp chat without need for face to face. (Students 2, 23rd February 2020. At 09.00AM).

Helping students to develop their writing skill, the Lecturer can create a variety of writing activities in WhatsApp group. WhatsApp technology can enhance students' active participation to increase writing skill. It can provide

students with an opportunity for practicing the language for free, a more personal and comprehensive relationship between students and lecturer, a chance for students not to be more sociable only, but also to learn better, and an opportunity for students to synchronize their opinions with others'. In writing learning via WhatsApp, the Lecturer can ask students to write comments on the topic of discussion or more complex writing activities. Students can also be asked to write any responses raised by the teacher in the group discussion of WhatsApp which can help them to improve their writing skill. The student interviewer stated:

WhatsApp is beneficial to students' knowledge of the language. The cheapness and potential of this application bring us to the easy way to communicate. Some people ask questions, ask one another for help, and the others share their solutions. The learning progress is furthered by the lecturer's guidance, the creation of a supportive atmosphere, the creation of a learning community, and the sharing of knowledge and inspiring dialogue. The lecturer can also use WhatsApp to get to know the students better to improve their writing skill. (Students 4, 21 February. At 03.00PM).

WhatsApp application can use as a means to train students to be skilled at online discussion in forms writing. Good structured discussion techniques are used to deepen the concepts of writing especially writing technique, while unstructured discussions are suggested to broaden horizons students for example in studying the environmental damage and its effects in text form.

Efforts to improve ability students in writing articles or arguments as a means of increasing their writing skill by using the chat application WhatsApp as a learning medium an alternative in language learning. This effort is a learning model secondary because primary learning is a conventional pattern of form lecture method in class. Model this learning makes it possible to students and lecturers for discussion interactively without being limited by space and time. Based on the research in this paper interactive learning patterns.

Enhancement that ability through effort the phased aspect of one's mistakes to other aspects the error. Learning success with using WhatsApp media inside improve students skill writing argument can be measurable from results analysis of the calculation of the number of errors writing at the end of learning or feedback from the lecturer. Writing skills learning through WhatsApp as integration of character values can be integrated in learning writing skills at the more specific learning planning stage achievement of writing skills that contain character values such as discourse can meticulously and correctly identified, choice of sentences or words correctly, careful and through ideas and responses delivered honestly with full responsibility.

The presentation of the Material to be delivered to other students is done carefully through WhatsApp discussion groups conscientious, honest and responsible. At the learning stage, things must conducted by the lecturer is doing class management, students conditioning, process learning and providing academic guidance. Student indicators of character are always trying to do good time. It can be seen on bellow interview:

Actually teaching writing using WhatsApp and paper both of them has good returns. When we want to write an argument or write using WhatsApp, firstly i write on paper than fix some grammar and wrong sentences. But there are my friends who prefer to write directly using a phone note or directly typed on WhatsApp. Actually depends on the character of each students, buy in my opinion writing used WhatsApp and paper both of them have good returns. (Students, 1, 20th February 2020. At 04.00PM).

WhatsApp technology can enhance students' active participation in the EFL classroom. It can provide students with an opportunity for practicing the language for free, a more personal and comprehensive relationship between students and teachers, a chance for students not to be more sociable only, but also to learn better, and an opportunity for students to synchronize their opinions with

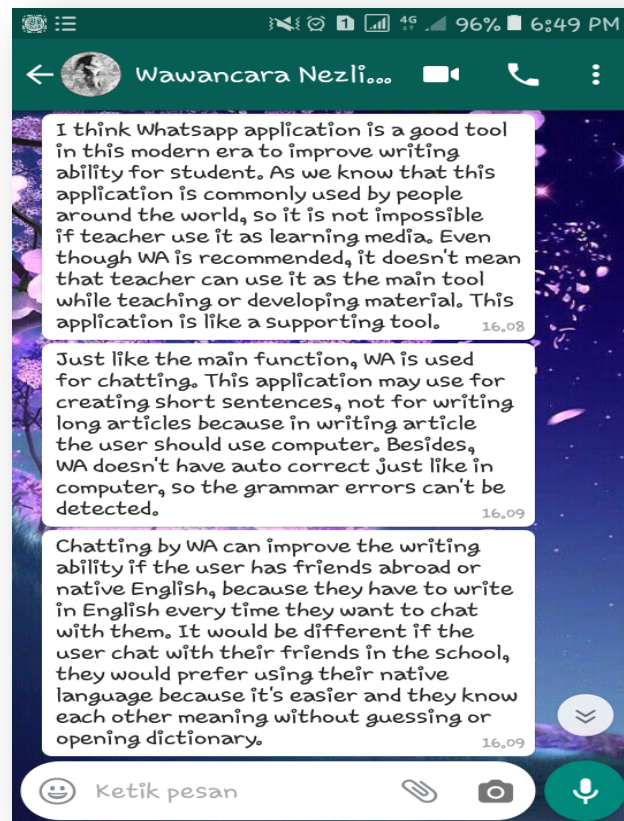
others'. In teaching writing via WhatsApp, the teacher can ask students to write comments on the topic of discussion or more complex writing activities. Students can also be asked to write any responses raised by the teacher in the group discussion of WhatsApp which can help them to improve their writing skill. The teacher can send the picture of a place in WhatsApp and ask the students to answer "Where is it?" or ask them to write and describe the situation.

WhatsApp is beneficial to students' knowledge of the language. The cheapness and potential of this application bring us to the easy way to communicate. Some people ask questions, ask one another for help, and the others share their solutions. The learning progress is furthered by the teacher's guidance, the creation of a supportive atmosphere, the creation of a learning community, and the sharing of knowledge and inspiring dialogue. The teacher invites students to have the group or private chats with him and encourages the students to help each other. The teacher should praise students, initiate discussion, and use WhatsApp to confirm whether students do understand the topics or not. The teacher can also use WhatsApp to get to know the students better.

The advantages to the use of WhatsApp in teaching is the broad availability of the teacher to the students, the opportunity for students to help one another, and the opportunity for more in-depth acquaintance with the students on the educational and personal levels. However, students as the participants have positive perceptions of the formal use of WhatsApp to support their writing learning. It can be said that the integration of WhatsApp into their education will be easy, fun, and useful. Students get positive feelings and intentions regarding the possible use of WhatsApp in their formal learning.

1. Data Presentation Screenshot of Students Writing In WhatsApp Chat

Document 1



As we saw in document 1 writing learning that is centered on the teacher and the teacher becomes the only sources of learning for students, of course in modern era is not fully able to advance education quickly. Technological progress does not mean eliminating the role of the teacher in the classroom, but rather must help the teacher in an effort to create a comfortable learning environment. The use of social media in learning in this case WhatsApp makes students and the teachers more relaxed in discussing and practicing the material provided which is writing narrative paragraphs.

WhatsApp application is a good tool in this modern era to improve writing ability for student. As we know that this application is commonly used by people around the world, so it is not impossible if teacher use it in as learning media. Even though WhatsApp is recommended, it doesn't mean that teacher can use it as the main tool while teaching or developing, arterial. This application is like a supporting tool.

This media can encourage teachers to be more creative in providing material, training, either through video, audio visual, or in writing. Students can also easily send the results of work either in the form of direct comments or send a file or assignments given. Through WhatsApp groups that are discussions are not only conducted between the teacher and students, but also between one student and another students clumsily, passive, and aversion to expression can be overcome through this media.

The use of WhatsApp media has more value, which is environmentally friendly because it saves the use of paper to do the assignments, the teacher also does not need to bother carrying student assignments. 90 minutes of learning is classified as little to explain learning material online learning in WhatsApp groups does not mean ignoring. WhatsApp as media social is very possible to be used by teachers or educators as learning media. The use of innovative and varied learning media is needed in writing learning. Rapid technological advances in the field of communication more effective. In the progress of information technology, it can also relate to other people without the limitations of distance and time. One innovation that facilitates the communication process is a cellular phone or commonly abbreviated with the word mobile.

The terms of mastery of vocabulary, grammar, ability to arrange ideas, and develop ideas in logical, compact and easy to understand need. Presentation of material with WhatsApp media is able to make students more creative in developing and writing ideas in the form of writing. It can be seen on bellow interview:

WhatsApp is beneficial to students' knowledge of the language. The cheapness and potential of this application bring us to the easy way to communicate. Some people ask questions, ask one another for help, and the others share their solutions. The learning progress is furthered by the teacher's guidance, the creation of a supportive atmosphere, the creation of a learning community, and the sharing of knowledge and inspiring dialogue. The teacher invites students to have the group or private chats with him and encourages the students to help each other. The teacher should praise students, initiate discussion, and use WhatsApp to confirm whether students do understand the topics or not. The teacher can also use WhatsApp to get to know the students better. (Students 3, 22nd February 2029. At 01.00PM).

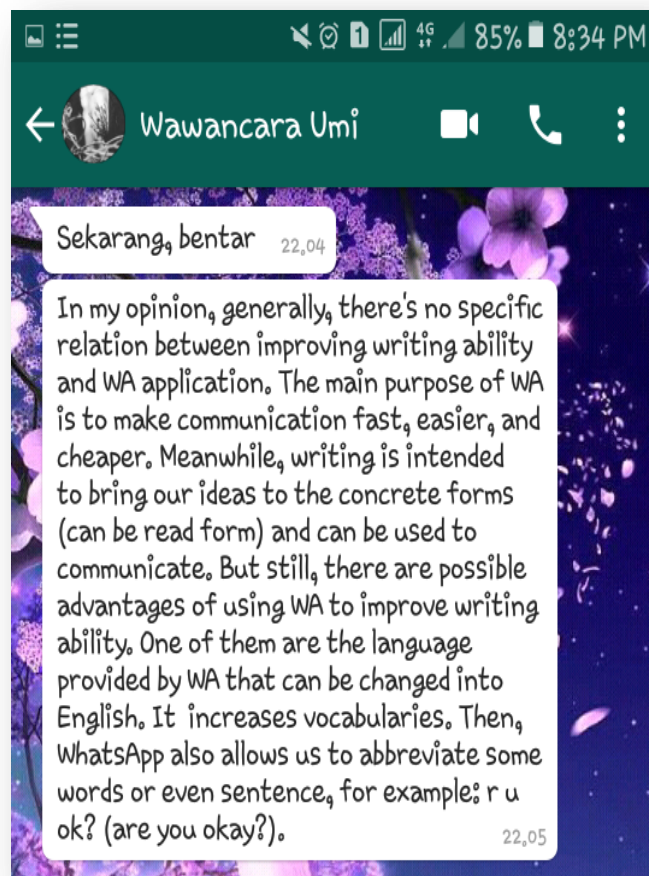
Examining the educational aspect of WhatsApp has demonstrated a variety of benefits. The open style discussion enables the teachers to get to know their students in depth and to create a positive atmosphere as well as a sense of belonging. However, challenges, such as the demand for con-stand availability, foul language and behavior and the witnessing the students' private world, may cause adults to feel uncomfortable. It is also worth taking into account that operating such a group requires the teachers to invest time beyond their regular work hours, in addition to being swamped with messages. These issues require attention and special tools to help teachers cope, to feel more comfortable, and to become more efficient and less burdened. Partial solutions have already been found. Many teachers felt that their presence in the groups had a positive effect on the students. Whether the teachers were dominant or quiet listeners, the students were aware of their presence and behaved accordingly in respect to style of writing, the way they treated each other, and the way they expressed themselves in relation to the content learned. It is worthwhile to conduct further research that

examines the students' opinions regarding the lecturer influence on the manner in which they converse.

As we now, it is possible to say that WhatsApp enables students to cooperate and work as a team, an essential skill in the 21st century, which is not fully developed in the traditional class. The dialogue between students, whether spontaneous or directed by the teachers, creates an atmosphere of cooperation, solidarity, and coming together to solve problems and deal with challenges. There seems to be a real potential here to better promote these skills. It is time to plan for activities that further the use of these skills and then to examine thoroughly whether a WhatsApp group can contribute to their development.

If WhatsApp becomes a common tool for lecturer and students in the classroom, there will be need for further research in order to identify user properties and the best way to integrate them into educational and pedagogical goals. This will necessitate the implementation of a wide range of qualitative research methodology. Such research will inevitably yield both theoretical and practical conclusions. The interviews in this study dealt with high school students; further re-search should examine junior high and elementary schools and universities as well.

Document 2



According to the opinion above if in general actually there is no relation between WhatsApp and writing because WhatsApp was created as cheap communication medium but over time WhatsApp can also be utilized as learning medium like other technological tools. Although they lack WhatsApp also has the advantages in developing students writing, which is to justify the wrong vocabulary. Because WhatsApp application provides automatic correct word.

In general it was clear that the majority of the students believed they can use the WhatsApp as an educational tool. Only a very small amount of

participants stated that they were not able to use it for educational purposes, which is very promising for the future. There were certain areas that students felt comfortable while using the Internet such as the search engines on the WhatsApp, which is easily and efficiently used and preferred the participants in this study. Also, they stated that they used social websites to share knowledge and talk about school subjects. They also claimed that they could easily use the Internet to find sources of information, download necessary files and pictures and so on.

Moreover, the participants stated that they used e-dictionaries, e encyclopedias and translation tools to help them write their homework and do their projects. The only problematic areas which seemed the participants are not very good at were blogs, wikis and e-learning portals and the reason might be neither students nor teachers could really cope with them efficiently and appropriately. Both groups are not very familiar with these Internet options as well as with the educational journals and database programs. Furthermore, educational journals could be another issue to be considered. As the participants of this study were preparatory school students, they might have not needed to use educational journals in order to be successful in their academic studies or fulfill their academic tasks.

Therefore, it is vital and important to provide opportunities to students to learn these areas which are indispensable tools in today's academic and social life. As a further study, it could be a good idea to conduct a similar study after a course which aims to familiarize students with these tools. In the study, the participants of the course could be asked to choose the best items that describe them in the

scale both at the beginning and at the end of the course in order to see whether there are any differences in the efficacy level of the students.

To determine the contribution of WhatsApp to education as a supportive technology, a pretest-posttest control group, quasi-experimental design was used. The data related to the effectiveness of information packages on success, sent via WhatsApp to the students in the experimental group as a support to traditional environment, were analyzed by using two factor variance analyses for mixed measurements. The results indicated that there is an increase in the success of the students, both in the traditional environment and in the environment in which WhatsApp was used as a supportive technology. According to analysis, which was made to test whether these changes showed a significant difference, it was determined that the success of the students who studied in two separate environments showed a significant difference. This finding indicates that both learning environments have different impacts on the increase of students' success, and supporting the traditional environment with WhatsApp, has been more effective on students' success.

Application WhatsApp increase students' motivation and willingness to study in immersion programmers. Another important factor that influences students' willingness for similar implementation in their other courses is the realization of learning. In his study, instant messaging applications have potential to increase learning. In the study, students' statements that learning can also take place unconsciously besides a conscious process are remarkable. In his study on social networks, learning can take place by observing others' studies and communications. Another factor towards the implementation process, which is

responded positively to by students, is the images used to support information texts. Students stated that these images, which were sent with some information texts and were related to the texts, had a positive contribution to their learning. However, the fact that the learners learn better in environments when words and images are used together rather than single words.

It is observed that the most important factor that students refer as negative in relation to sending of information messages via WhatsApp application is the timing of the messages. Though in limited numbers, some statements of the students, particularly about the untimely messages that may cause distraction, shows that special care must be taken in the timing of the messages. Negativity in the process of implementation is the messages within the group. Although the students were informed about the purpose of the group, there were unnecessary and disturbing messages; however, this was resolved within the group without the interference of the researcher. This shows that there is self-control within the group and students can overcome such situations between each other. In their research on the use of WhatsApp, but unlike this study, the students' solution was silencing the group. At this point, in research on social networks and the use of mobile devices, it is mentioned that students' untimely and unnecessary messages may cause distraction among students and their study process could get negatively affected.

As in face-to-face communication, disagreements are inevitable in virtual environments when there is a human factor. However, minimization of the problems is possible by managing the process properly and making out the possible problems. However, social networks are applications that started to

become a part of education in the natural flow of daily lives. In the studies on these applications, generally, minimization of the problems and use of their potential to support education processes are emphasized. Also, in this research, it was mentioned that they provide unstructured learning environment and can be used as effective tools in education, it is early to know what impact the WhatsApp application, which has an important place in the daily lives of young people and has the qualities to be recognized as social network, will have on education. As a result of this study, it is determined that the application has a positive impact on success and its use is welcomed substantially. It should not be disregarded that WhatsApp technology has the potential of a natural educational technology and the qualities to contribute to education as a supportive technology. The student interviewer stated:

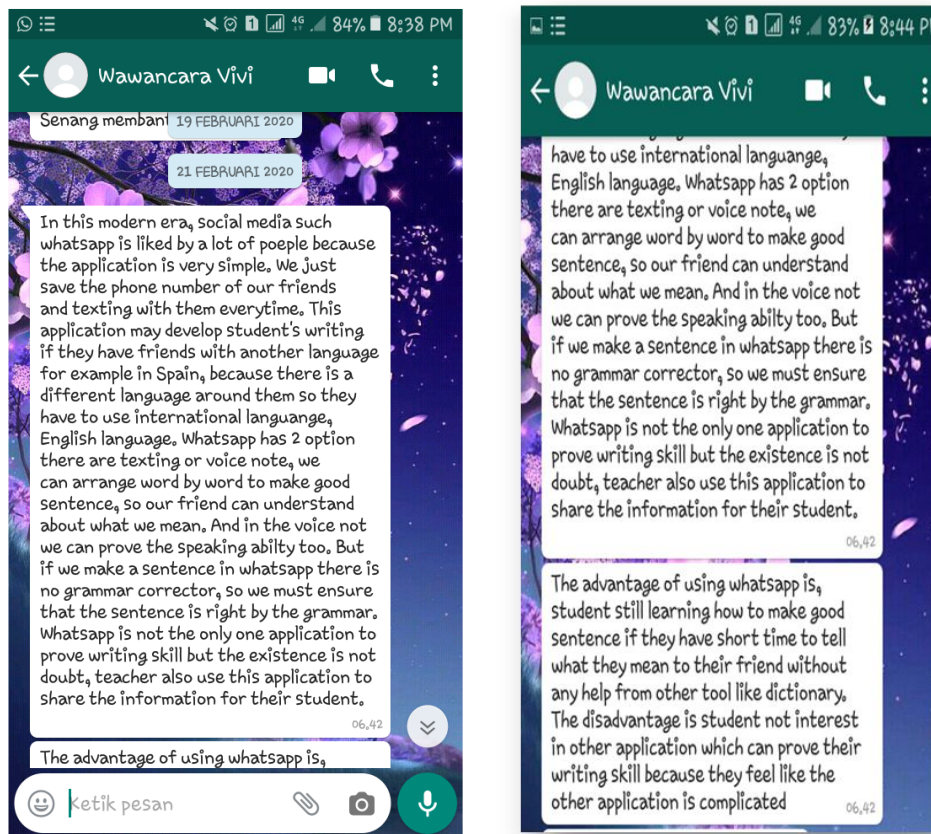
WhatsApp application has crossed the dividing lines. Both teachers and students use it in their daily lives, so this technology facilitates communication between them. For many years, we were trying to teach the teachers many kinds of educational technologies, which administrators thought could contribute to schools. WhatsApp might be the first technology that entered the class without any training or administrator supervision, as teachers and students are used to it in their private life, and its advantages enabled it to become, naturally, an educational technology. (Students 1, 20nd February 2020. At 04.00 PM).

Based on the interview above, the researcher found that the student's difficulties were in the area of vocabulary mastery. Therefore, the research reminds the students to use dictionary in translating the text from another friend when they chat using whatsapp. The students mastery vocabulary to facilitate chat on whatsapp. In order for text chat writing is easier and easier because this is also one way to explore English and it can be understood also the conversation so the conversation in English chat will be one of the media to express information and communication media as well. From this data, it can be seen that the student need to practice even more, both in writing in WhatsApp chat. Because training more

in writing in English can improve the ability to write English. This can be seen in the result of the interviews as follows:

We can train ourselves more in writing English so we don't just say it actually WhatsApp also really helps students to practice their writing and their speaking skills, because of the features to supporting the application. (Students 1, 20nd February 2020. At 04.00 PM).

Document 3



As the interview above, the student's effort and determination to do training and repetition in English is very much needed, especially practicing in English writing. Although writing in English is sometimes not all in accordance with grammar in English but will still be accustomed to increasing or adding English writing skills.

From the student's not all of the English writing skills must be in accordance with the language writing structure but from students that the writing of the language used is understandable to the other person or friends chat on whatsapp. Both the information conveyed to friends can spread and update.

This application may develop student's writing if they have friends with another language for example in Spain, because there is different language around them so they have to use international language, English language. WhatsApp has two options there are texting or voice note, we can arrange word by word to make good sentence, so our friend can understand about what we mean. And in the voice note we can improve the speaking ability. But if we make a sentence in WhatsApp there is no grammar corrector, so we must ensure that the sentences is not the only one application to improve writing skill but the existence is not doubt, lecturer also use this application to share the information for their students. This can be seen in the interview as follows:

We are better able to train ourselves in writing English so we can not only speak but can also write it. Of course, because some lecturer says we can because we are used to it. If we are accustomed it will increase the ability to speak English. (Students 4, 21 February 2020. At 03.00PM).

Learning English in the classroom is still often centered on the lecturer. Students are more often silent when there is some question. Whether for fear of being wrong, ashamed, nervous, and so on. Different in WhatsApp groups, teachers and students can ask questions or discuss more relaxed. Lecturer with this media can be creative in providing a summary of reading material, grammar, additional training, for listening through audio sent, enrichment of speaking with short videos and so on. Also, students can easily send back the results of work, whether in the form of direct comments in chat, picture or captions, recorded

dialogues, videos by making logs form of documents for writing assignments, all of which are in the form of soft files. Thus passivity, and so on to express the best results for their duties, can be overcome through this media.

Related to the form of soft file assignment results, then this learning method has even more value. That is, an environmentally method because the use of paper to print or write the results of students work is much reduced. Students do not need to print their assignments and buy paper. The lecturer also does not bother to carry many student assignments in the form of hard files. Lecturer must be creative in following the development of information and technology. Reminding English Teachers, to be creative in finding various ways to help students. The goal is to strengthen their memories of the target word by continuing to practice periodically new words with interesting media. One application that is used by writing based on experience is the use of WhatsApp group application in enriching the learning experience of English which can accommodate the four skills learned without limitation of time and space. This can be seen in the interview as follows:

This virtual class with WhatsApp Group application without limit time can be one of the solutions for teachers who still lack time in delivering material in class or face to face. This is related to English teaching hours which although compulsory subject and are nationally tested are only two hours of learning each week. . (Students 4, 21 February 2020. At 03.00PM).

With online learning at WhatsApp group, it doesn't mean that we ignore real class or face to face learning. This class is still important and needed, so lecturers know their students to directly interact, socialize and provide confirmation. In real classes (offline), lecturer and students evaluate together important things for the progress of learning. In the virtual classroom (online) lecturers and students enrich each other in more detailed learning material, with a

more relaxed time and atmosphere while learning social media that is wise, polite and intelligent. Learning resources are all things that can be used by students to learn something. In the era of increasingly developing technology, of course learning resources can be found anywhere.

Nowadays the development of technology is growing rapidly, such as the development of telecommunications equipment of telecommunications equipment and mobile phones that are easily owned and practically carried everywhere, many are owned by students. The number of technological updates and social networks, no doubt if students are able to communication and interact through social media in the form of the WhatsApp application that is now very popular among the people, as a social chat media, WhatsApp makes it easy for users to communication and interact with each other and have discussions online and not to spend too much on their usage.

The creation of groups commonly done by students in their respective WhatsApp applications can be used to exchange information, and can create a learning discussion forum for the dissemination of learning material from lecturers or other sources. Even so WhatsApp is also often misused, either in the form of fraud, or so forth. With the ease of applying or using WhatsApp. Innis expected that the use of group creation on the WhatsApp as a forum for discussion and dissemination of information and students learning materials. Each of the students has different problems in developing the ability to write English. And based on the results of interviews with students that can develop the ability to write English students through chat on whatsapp application, it often trains them with chat using English.

The students after write the text on chat, it was infer erred do reviewing the text after she typing the text or the word on the chat. She said after she finish her typing on the chat, she check or revised again whether there was an error in her writing. Whether there is incoherence sentence or word. And whether there are error grammars. So, she can change it into a correct one. This can be seen in the result of interview as follows:

Sometimes after recheck like to re-read messages that have been type again. Afraid there are words or sentences that are still wrong. . (Students 4, 21 February 2020. At 03.00PM).

Using chat it can be inferred that the process of writing the chat using English language that using plan or ideas about what they want to say in their conversation in chat of what Sapp. The student writes the chat on what Sapp many think about vocabulary and step of the conversation. As the process happen, it has to have a reason why does the process happen way it does. State that there are some functions of writing, the first writing as a media for the students to express what students feel, and what student's think. And then writing on chat using whatsapp can enlarge our knowledge, because it will motivate and stimulate another people to learn something new. Last through writing the charity side comes. When we are writing something. We will probably share useful things to others.

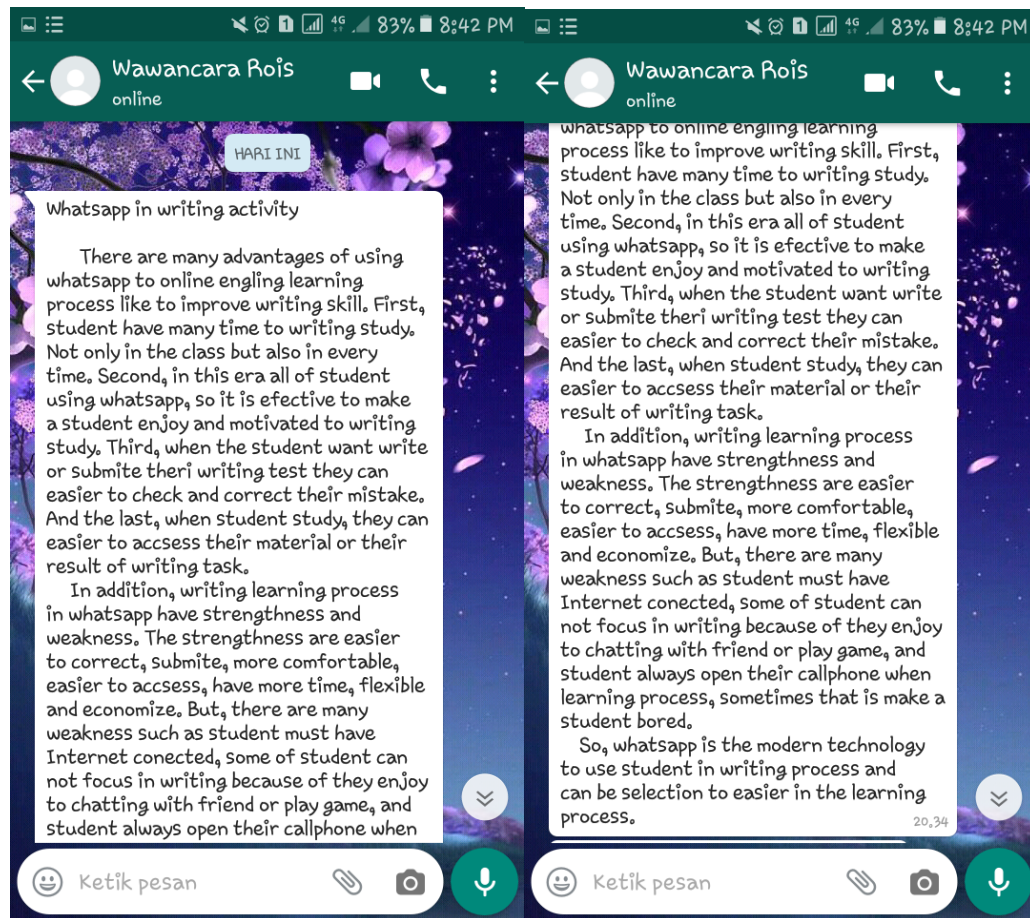
In conclusion, after do the research. The last finding of chat using whatsapp in ability English writing. Chat exchange text based communication that is live or in real time. Translating the text means change the source language into a target language. The process of translating the text is starting by changing the Indonesian language into English language. Writing the text means put the ideas

into statements that will be comprehensible to the reader. The process of writing the text is starting by developed the sentence and make into good chat on whatsapp. Writing structure in chat using whatsapp rarely. Chat using whatsapp rarely of using structure in conversation. Chat using whatsapp talk in a friendly and actualy informal way. Languages in this conversation in not formal.

Mastery of vocabulary on the chat. The students need past time to answers or replay their friend question because don't know what they want to say. And the research got contribute student's using chat WhatsApp of ability in developing English writing are Developing Ideas on the writing English, Commitment for using chat on English, and Confident using chat whatsapp in English to developing student's ability. This can be seen in the result of interview as follows:

If i want to write English i need to remember what vocabulary i will say and i also have to remember whether the structure i use is in appropriate or not with the existing tenses. . (Students 4, 21 February 2020. At 03.00PM).

Document 4



As the interview above, the students told that English can be used wherever and whenever. Chat that uses English writing, one of them trains English fluency. As for sometimes the English chat is misunderstood in interpreting it but it doesn't matter. Because from the chat is one way to improve good English writing. Chat using whatsapp one way to train me to be confident with others. Sometimes for real life it's hard and sometimes embarrassed to use English but with chat using whatsapp students dare to use English with chat on WhatsApp. From the students writing chat above, it can be seen that the student's do writing the text by looking the figure above. The student's difficulties in begin to write the text on chat using whatsapp. The students were difficult to express or

generate their ideas on the text. Beside, their texts were not correct on many aspects, such as the content, organization, language use and mechanic. They did not understand of the generic structure and languages features of the writing. Writing learning process in WhatsApp have strengthens are easier to correct, submit, more comfortable, easier to access, have more time, flexible, and economize. As the students interview:

Actually using WhatsApp in learning writing is very easy for lecturer and students. Because the lecturer does not struggling to bring a lot of paper when he wants to correct the work of students and can also be done anywhere, anytime. Besides that, students also enjoy working it. If we use the paper if it's wrong you have to hard to deleted with type x, if use the WhatsApp just delete it and retype it. (Students 3, 22nd February 2020. At 01.00PM).

In learning writing process, the mental of students who feel afraid and are burdened in facing a lesson or feel afraid of doing wrong in their learning tasks, feel inferior so that the freedom and courage to express their abilities will be lost. In this case lecturer's job is to keep students able to be free and brave in expressing their abilities. ICT (Information, Communication, and Technology) such as computer, communication facilities, and also various features especially WhatsApp to support teaching learning and educational activities. WhatsApp application that is currently almost owned by al gadget users can certainly be used as an alternative media in learning process, especially writing skills.

The uses of this application makes the learning process can take place everywhere without the presence of a lecturer, but that does not mean the lecturer can easily leave the classroom. Forming class groups on WhatsApp in one way to keep interacting with students according to their respective classes. This can be seen in the result of interview as follows:

This application has advantages, among others, saving the use of paper because students do not have to print the assignments given. Learning can be more relaxed and more room and study time. Besides can be used to learn WhatsApp have some privacy settings tools to protect profiles and also a tool to backup messages, change account numbers and make payment. (Students 3, 22nd February 2020. At 01.00PM).

The students believed that the use WhatsApp to support their leaning would be useful for their learning. Students' intense use of WhatsApp for personal and social purposes reflected the benefits of WhatsApp in their daily lives. Therefore, the students anticipated that the formal use of WhatsApp in their learning would be helpful. Students' use of WhatsApp for personal and social purposes, and their perceptions that it was easy, fun, and useful, meant they had positive attitudes towards the use WhatsApp in their formal learning. The students liked the idea of using WhatsApp in their formal learning and they said they would use it if it became available. The finding regarding students' positive perceptions of the use of WhatsApp in their education aligned with the findings of similar studies. For instance. So WhatsApp for learning had positive perceptions of its use to support teaching and learning in higher education.

Chat using whatsapp in writing is the media and process of knowing in ability in writing, specifically in knowledge in writing process is gained from perception or ideas, chat is any form of synchronous conferencing, but mostly relates to those technologies that allow two or more people to exchange text messages in real time. As the state chat using whatsapp can make student's learn about write a simple writing in English or type a text on the chat. Furthermore this theory explain about to exchange text message in chat using whatsapp.

Using chat WhatsApp contribute on student's ability in developing English writing are developing ideas in writing English through chat in whatsapp,

enrich the student vocabulary, besides increase knowledge also broaden insight and communication more useful. The commitment also is able to develop abilities to write English more fluently. Confident to used English in chat looked more open to the language used. Even though students sometimes still have shortcomings in writing English but with confidence students also be able to learn to be even better. The frequently practice used chat in whatsapp can also improve students' writing skills. Because more often students used chat in English, that mean students more fluent in English.

WhatsApp increased the level of their interaction with the lecturer which helped to break the fear barrier and helped the student to be more comfortable even in the presence of the lecturer at the campus. Their overall responses and comments indicated that the students felt that WhatsApp helped them to be more engaged and active in writing learning. (Students 3, 22nd February 2020. At 01.00PM).

The students reported that this experience gave them a chance to exchange ideas, lesson plans, videos, English songs related to the textbook and visual aids, thus enabling them to study better. The overall responses in the focus group indicated that the students were mostly enthusiastic towards using WhatsApp in their practicum course and this enthusiasm contributed to their successful collaboration and communication with the lecturer and their classmates as well.

WhatsApp was helpful in teaching writing process and enabled the students to accomplish educational outcomes and the requirements of the course in several ways. WhatsApp provided faster and easier communication among students and with the lecturer and promoted sharing ideas. It allowed the students to express thoughts and ideas via various features of WhatsApp platform such as pictures, videos, web-links, recorded, videos and many more. It also helped the

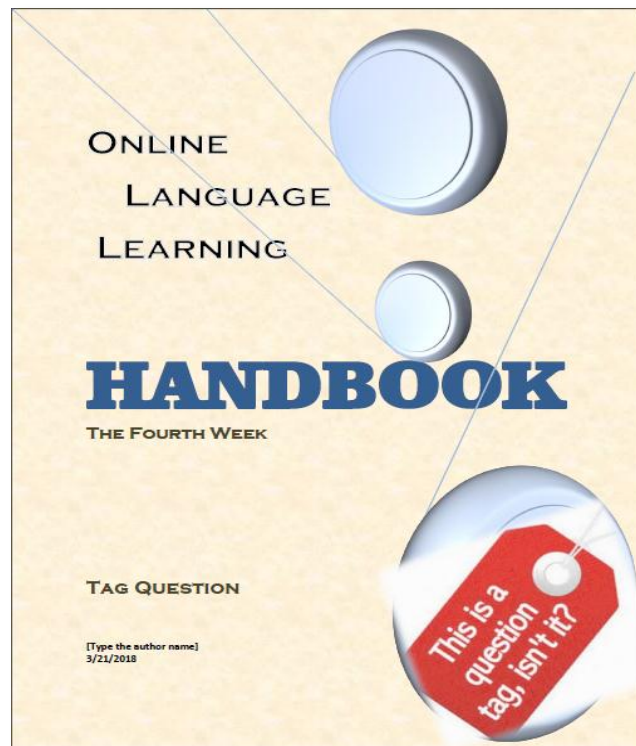
students to be actively engaged in e-learning activities via the various features of this application.

An examination of the use of WhatsApp in university class registered positive feedback from students who claimed that it was an easier way to communicate with their lecturer and the rest of the class, that it was productive of fruitful discourse on relevant issues in an informal environment where students could learn intimately and authentically, and that it was also fun. Overall, WhatsApp has become a shared platform that enhances accessibility, encourages cooperation, and intensifies motivation to take an active part in academic assignments.

The students have positive responses towards using WhatsApp Messenger in teaching writing in the classroom. Using WhatsApp Messenger is easy to learn. It makes the students enthusiasm to learn and could help them to write good text. It is a pleasant and good media in teaching learning process. It is not a boring media. The students like to participate in the WhatsApp Messenger because they can have opportunity to study in pair or individually and it can improve their achievement in writing. The students interviewer stated:

Using WhatsApp Messenger is good media in teaching writing, besides that WhatsApp Messenger can be used not only in the classroom but also in out of classroom. Then, using WhatsApp Messenger gives chance to the students in working in pairs or individually and giving evaluation to each other. Next, using WhatsApp Messenger is also facilitated the teacher to share the materials and also make the students easy to get some information from the teacher. After that, using WhatsApp Messenger is also facilitated the teacher to give the assignment and also for collected the assignment. (Students 3, 22nd February 2020. At 01.00PM).

Document 5 Handbook of Online Class in Writing



In this online class, each group must create a handbook that is shared with the admin. The admin in this class online is the fifth semester students of English Department, while their member are allowed to join anyone from high school until university students all Department the important one they have the intention to join and study together. Each of the class online classes has rules as usual. And the rules are written in this Handbook. Every once week the admin must share the task to create a topic, discussions, sample of questions, questions of the topic, and the answer key.

In another week they may not send the same handbook in every online class meeting through WhatsApp group they must be prepared with a new handbook and different discussion from the previous week. From this trick the admins are forced to be able to boring out their ideas in terms of writing. Whether

it's writing questions, writing discussion, or adding material, so the benefits of using WhatsApp in writing learning become more very useful. Without realizing it, they will correct the grammar and composition of good writing when compiling this handbook, because they must be careful in their preparation. If they are careless and wrong in writing, of course the members will be confused to understand the sentence justification without realizing it. They will be accustomed to writing carefully and this also enhances their writing learning.

B. FINDINGS

The research findings is using chat WhatsApp contribute on student's ability in developing English writing are increase ideas in English writing through chat in whatsapp, enrich the student vocabulary, besides increase knowledge also broaden insight and communication more useful. The commitment also is able to develop abilities to write English more fluently. Confident to used English in chat looked more open to the language used. Even though students sometimes still have shortcomings in writing English but with confidence students also be able to learn to be even better. The frequently practice used chat in whatsapp can also improve students' writing skills. Because more often students used chat in English, that mean students more fluent in English and students have positive responses towards using WhatsApp Messenger in teaching writing in the classroom. Using WhatsApp Messenger is easy to learn. It makes the students enthusiasm to learn and could help them to write good text. It is a pleasant and good media to contribute learning writing process. It is not a boring media. The students like to participate in the WhatsApp

Messenger because they can have opportunity to study in pair or individually and it can improve their achievement in writing.

From the research above, researcher found several benefits of writing through WhatsApp chat to contribute learning writing skill: First, using WhatsApp is a good media in writing learning, besides that WhatsApp chat can be used not only in the classroom but also in out of classroom. Then, using WhatsApp chat gives chance to the students in working in pairs or individually and giving evaluation to each other. Next, using WhatsApp chat is also facilitated the lecturer to share the materials about writing and also make the students easy to get some information from the Lecturer. After that, using WhatsApp chat is also facilitated the Lecturer to give the assignment and also for collected the assignment well.