

Blended Learning Approach in Teaching Writing Recount text : Using WhatsApp Messenger at Lampung

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Abstract:

This research is aimed to examine the use of WhatsApp Messenger as a blended learning and how it could help the students to improve their ability in writing recount text and to know the student's attitude toward using WhatsApp Messenger in writing recount text. Participants were 20 second year students of State Junior High School 7 Metro. The researcher uses the descriptive quantitative and designs the instruments, they are questionnaire and writing test. Data were gathered from a survey conducted on 20 respondents. The pre-post test was conducted to know the improvement the students' ability in writing recount text. The result of the research shows that the number of the students who get score at least 75 is 18 students (90%) and the students' attitude towards WhatsApp and its convenience/ease of use it are all at the very high level, 17 students (85%) were strongly agree. The findings of the study suggested that the use of WhatsApp as a blended learning is significant in helping the students writing better. This study implies that the usage of WhatsApp should be encouraged to the students and institutions should provide internet facilities as a top priority in today's education.

Keywords: WhatsApp, Writing, Recount Text, Blended Learning

1. Introduction

Language has a very important role in intellectual, social, and emotional development of students and it supports their success in learning any subjects. Learning language may help students be able to understand about themselves, their cultures, and other's cultures. Besides, learning language also helps students to be capable of expressing their ideas and feelings in spoken and written forms.

English is a means of communication to understand and express information, thoughts, and feelings and to develop science, technology, and culture either in spoken or written form. It means that the students learning English should have communication capability to understand and produce spoken and written text which is actualized in four skills: listening, speaking, reading, and writing. The target of learning English in Junior High School is that students can achieve one of the literacy levels: functional level, i.e. the students capable to communicate both in spoken and written for daily life, Content Standard (Mendiknas, 2006:277). During learning English in the first semester, the class VIII A students of SMP Negeri 7 Metro follow the process of learning well. In this semester learning English is focused on listening and speaking skills. The students do more pronouncing practice so that they have sufficient capability in it. In short, the process of learning English runs well. The problem arises when the students are asked to express what they said in

written form. They get difficulties in spelling and sentence pattern. The explanation and exercises on spelling and sentence pattern are given but most of the students still find some problems on them because of the difference between the pronunciation and the writing is really difficult to be understood by students. The students were used to writing the exact symbols to what they pronounced in their mother tongue. They are not able yet to determine the part of a sentence, which one is the subject, predicate, and object or complement. Thus, researcher needs to find any solutions for this problem. Otherwise, the problem will cause worse effects in students' learning process and they cannot achieve their basic competence in writing as stated in Competence Standard that is students should be able to express meaning in written short functional text and very simple short essay in *recount* and *narrative* forms for communicating with the nearest surround, Content Standard (Mendiknas, 2006:284). One of the possible solutions chosen is the application of blended learning model. This model is to train students to understand the parts of recount text. And also by this model the students are expected to be able to improve their competence in writing recount text. Blended learning is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning (Valiathan,2002). Generally, blended learning is defined as any combination of learning delivery methods that includes face-to-face instruction with asynchronous or synchronous computer technologies (Osguthorpe & Graham 2003). In the same context, another definition of blended learning is the effective integration of various learning techniques, technologies, and delivery modalities to meet specific communication, knowledge sharing, and information needs (Finn & Bucci,2004). Blended learning gives learners and teachers a potential environment to learn and teach more effectively.

For the purposes of this paper, blended learning means integrating the online and face-to-face formats to create a more effective learning experience than either medium can produce alone and took the form of a combination of face-to-face classroom teaching with teacher and class formats and the use of an asynchronous online environment with supporting social media There are some application for blended learning,such as, facebook,edmodo,whatsapp,etc.. In this case, the researcher uses Whatsapp as media in blended learning. WhatsApp is popular compared to other applications. Moreover, many of the students nowadays are already exposed to this application and used it often for the purpose of communication. Thus, it drew my interest to conduct this study and practise the use of WhatsApp application in English classroom due to it's being widely used among the students in their daily life. WhatsApp is a smartphone application for instant messaging. It provides faster and easier communication among students and develops their sharing ideas too for instance, in a WhatsApp group. WhatsApp group is a platform where it consists of all members like teachers and students. All students from the class can have their discussion on certain topics via this application as it provides immediate response within the group members to join the conversation thus making the communication effective. Moreover, it is one of the creative teaching techniques which is used to attract students' interest, attention and provides fun-based learning. Thus, this research is aimed to examine the significance of the use of WhatsApp as a blended learning approach and how it could help the students to improve their writing in recount text. The author has written two research questions: 1) Does the WhatsApp messenger improve students writing significantly?, 2) What are students' perceptions on WhatsApp messenger in writing recount text? The subjects of this research are class VIIIA students of SMP Negeri 7 Metro which consists of 20 students, 10 boy students and 10 girl students.

2. Literature Review

2.1 The Concept of Writing

Writing is a process and also a product. The writer creates, plans, writes various drafts, revises, edits and publishes. Writing are physical and mental act. Its about discovering ideas, thinking about how to communicate, develop them into statements and paragraphs that will be comprehensible to a reader.

When we write, we use graphic symbols, letters, or combination of letters related to sound pronounced when we speak. At a certain level, writing can be said as an action to form symbols i.e. making a sign on a surface. But actually writing is not merely producing symbols. The symbols must be arranged to make sentences, even though in fact it is writing when we write a shopping list, (Byrne, 2002:2). Furthermore, in writing we communicate our ideas, thoughts, or feeling through one or the other form of language, (Harris, 1988). It means that there are certain levels in writing, that is beginning level: making symbols, up to higher level: not only writing symbols but also writing words, or sentence which must be arranged and joined together so that they form a coherent unit, (Sunarjo,2002:4).

According to Chastain (1988: 244) "Writing is a basic communication skill and a unique asset in the process of learning a second language". (Sokolik,2003:11) describes writing as the mental work, which involves inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to readers. In describing writing, Olshtain, (2001), and Reid, (2002) point out that it is the process of documenting thoughts and experiences. It is viewed as a communicative social activity through which one can communicate a variety of messages to a close or distant, known or unknown reader(s).

2.2 Aspects of Writing

The aspects of writing involves five aspects that should be considered, namely content, organization, vocabulary, language use, and mechanics (Murcia and Olshtein, 2000: 523). Content is an aspect of writing that refers to unity of the paragraph, organization refers to the coherence, vocabulary deals with word selection, language use focuses on grammar, and mechanics refers to punctuation and capitalization.

2.3 Teaching of Writing

Harmer (2001: 79-84) explains four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill:

- a. Reinforcement: some students acquire languages in an oral /aural way; others get benefit from seeing the language written down. The visual demonstration of language construction is invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.
- b. Language development: the process of writing is different from the process of speaking; the former helps us to learn as we go along. "The mental activity of constructing proper written texts is part of the ongoing learning experiences".
- c. Learning style: some students are quick at acquiring language just by looking and listening. Others may take longer time to spend in producing language in a slower way, thus making writing appropriate for those learners.

- d. Writing as a skill: the most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays, reports, and how to use writing's conventions. In addition, Long and Richards (1987: 7-16) see that writing may be used as one of a number of techniques to help add variety and interest to the lesson. The teacher may also use writing as a testing device to provide a feedback on what the students have learned.

Monaghan (2007) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words. The researcher indicates that writing as a skill is not as simple as a physical movement of fingers or holding pencils or pens on sheets of papers. This implies that when students write they should have already developed other subskills which could lead them to write correctly.

“A simplistic view of writing would assume that written language is simply the graphic representation of spoken language...”(Brown,2001:335). Writing is more complex than this; hence writing pedagogy is important, as Brown states by claiming that writing is “as different from speaking as swimming is from walking”(2001:335). This is supported and developed by Hedge, who states that writing producing accurate and complete sentences and phrases. She states that writing is about guiding students to:”produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers...”(2005:10). Therefore effective writing requires several things; a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge mentions features such as; a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one’s written text(2005:7). All these points make the teaching of writing a complex matter, since all this should be taken into consideration for efficient learning of writing strategies.

2.4 Technique in Teaching Writing

A manual of techniques for teaching writing in classes of English as a second language (ESL) encourages composition beyond elementary level sentence exercises. The objectives include communicating to a reader, expressing ideas without the pressure of face-to-face communication, exploring a subject, recording experiences, and becoming familiar with the conventions of English discourse. An introductory chapter outlines various approaches to writing in ESL: controlled-to-free, free-writing, paragraph-pattern, grammar-syntax-organization, communicative, and process. Subsequent chapters discuss these techniques : seven basic questions for planning the class; using pictures; using readings, using all language skill, teaching practical writing; using controlled writing; teaching organization and responding to students’ writing.

Harmer (2004: 4-6) writes about the process of writing – that is the stages a writer goes through so as to produce a piece of writing. He suggests four main elements: Planning, the writer has to think about three issues (purpose, audience and content structure.) Drafting, is the first version of a piece of writing. The

final stages are editing (reflecting and revision) as well as the final version. He represents these stages in the following way: Planning ► drafting ► editing ► final draft. Oshima and Houghu (1981: 4-15) identify four stages of the writing process: (prewriting, planning, writing as well as revising drafts, and then a final copy)

Stage 1: prewriting: two steps should be focused on: choosing and narrowing a topic and brainstorming. Prewriting (step 1) Choosing and Narrowing a Topic: This means the topic should not be too broad to write in one paragraph because it is impossible to cover a topic like "environment" in only one paragraph. Prewriting (step 2) Brainstorming: Brainstorming means generating ideas that help students write more quickly on the topic they are interested in through using three techniques: listing, free writing and clustering. Smalley et al. (2000: 4-5) describe brainstorming as a sudden insight to associate ideas and stimulate thinking. It includes listing ideas as quickly as possible without looking back or organizing. Similarly, Gebhardt and Rodrigues (1989: 44) describe brainstorming as rapid writing which stresses the ease with which words and ideas flow.

Stage 2: planning: students are asked to organize the ideas they generated by brainstorming. **Stage 3:** writing and revising drafts: students are asked to write a draft or more until they produce a final copy. This can be done by: writing the first draft, revising content and organization, proofreading the second draft for grammar, spelling and punctuation.

Stage 4: writing the final copy: after making the needed corrections, students can write the final copy. Lindsay and Knight (2006: 94-95) break down the writing process into three stages:

1. Preparation: Think about the reader, consider why we are writing, think about the content, and decide the appropriate layout and style.
2. Drafting: Put our ideas together in a draft form. This is probably all we need for things like shopping lists and memos. Gebhardt and Rodrigues (1989: 45) indicate that drafting and redrafting can be done several times during writing process.
3. Editing and Rewriting: Write several times so that the text is coherent and clear. The researcher believes that EFL learner need more practice in order to focus on these stages and thus develop their writing skill.

2.5 Writing a Paragraph

Stern, (1976: 253-257) and Smalley et al. (2000: 13-17) argue that the paragraph is a unit of thought, writing that includes several sentences focusing on one single idea or topic. A well-written paragraph has a controlling idea, supporting points, and a conclusion related to the idea. Maclin (1996: 227) agrees with them and says that the length of a paragraph varies according to the purpose of writing. Academic writing, business writing, journalism, scientific and technical writing have different purposes. They may require paragraphs of different lengths.

In academic writing the paragraph body is often 75 to 125 words long. Sometimes it is much longer. The organization of a paragraph depends on the purpose of the writing. In a short paper, each major point in an outline may be developed into a paragraph. In a very long paper, several paragraphs may be necessary to

develop one point. The topic sentence of a paragraph tells what the paragraph is about and how the ideas are developed.

Smalley et al. support Maclin that the topic is the subject of the paragraph which also states an idea or an attitude about the topic. In describing what a topic sentence is, Stern (1976) states that a topic sentence makes a statement about the controlling idea. However, not all paragraphs have topic sentences. The purpose, content, organization, and length of a paragraph can vary widely according to student needs and interests and the level of detail needed to support the controlling idea. Choices about paragraph length and structure should reflect the proficiency levels of the students in the class. Maclin (1996) highlights the appearance of a paragraph. In handwriting, indent the first line of each paragraph. Do not indent every time you begin a new sentence. Leave margins on both sides of the paper; use blue or black ink on white paper. Three kinds of paragraphs make up every formal composition. An introductory paragraph begins the paper, stating what the paper is going to be about in the form of a thesis statement. Body paragraphs develop the thesis statement. A concluding paragraph restates the thesis, usually in different words, and shows briefly how the development relates to it. Sometimes short transitional paragraphs join the ideas in the body paragraphs, but many writers include transitional elements in the body paragraph.

2.6 Blended Learning

There are many definitions of blended learning, but the most common is that which recognizes some combination of virtual and physical environments. Graham (2004: 3-5), describes the convergence of face-to-face settings, which are characterized by synchronous and human interaction, and information and communication technology based settings, which are asynchronous, and textbased and where humans operate independently. Mason and Rennie (2006: 12) extend this definition to include “other combinations of technologies, locations or pedagogical approaches” while Garrison & Vaughan (2008: 5) define blended learning as “the thoughtful fusion of face-to-face and online learning experiences” emphasizing the need for reflection on traditional approaches and for redesigning learning and teaching in this new terrain.

According to Bullen and Alltree (2006: 4), blended learning is an “educational provision where high quality e-learning opportunities and excellent campus-based learning are combined or blended in coherent, reflective and innovative ways so that learning is enhanced and choice is increased”. Littlejohn and Pegler (2007: 9) also recommend a different approach that they term “blended e-learning”.

This is a useful approach because it changes the focus in learning design by shifting the emphasis from simply considering the face-to-face and online environments to that of considering the design issues of (1) introducing e-learning and (2) the process of blending [the online and face-to-face environments].

As Garrison and Kanuka (2004: 96) comment, this combination of classroom and online settings has simplicity, but there is also a complexity to the concept which is evident in the wide variety of settings, diversity of the student population and consequent learning designs. Different blends of technology and pedagogy have been documented in both campus-based and distance programs.

At the Sloan-C Workshop on blended learning, Laster, Otte, and Picciano (2005) define blended learning as courses that integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner; and where a portion (institutionally defined) of face-to-face time is replaced by online activity. The North American Council for Online Learning (NACOL, 2008: 5-10) defines the blended

learning setting as the combination of online delivery of content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. This definition allows for flexibility of instruction as teachers begin to experiment with the possibilities of a blended learning approach; an approach that combines the effectiveness and socialization opportunities of the classroom with the technology enhanced, active learning possibilities of the online learning environment across a group of diverse learners. Al Fiky (2011: 21-22) describes blended learning as a whole compact system that blends traditional learning style (face-to-face) with web-based e-learning to direct and help the learner during each learning stage as one of the modern approaches based on the use of education technology in designing new educational situations. Blended learning is one of the teacher's arts to combine between varied resources and activities within learning environments that enables learners to interact and construct ideas.). To sum up, blended learning is a modern strategy that blends the advantages of both face-to-face method and the e-learning. It also shifts from teaching to learning, and from teacher centered class to student centered class. This leads to developing the teaching learning process quality, improving its outputs, opening new potentials for self-learning as well as long life learning, and raising students' achievement level in English. There are a handful of studies that had be done on blended learning or supplementing online learning for face-to-face learning. Most of these students indicate that technology and learning should go hand in hand. According to Tutty and Klien (2008), using technology is highly engaging for all age groups and is a way to enhance the learning process for all performance base instruction.

In addition, Mojkowski (2013), states that technology could provide access to a cornucopia of learning resources so that anyone can learn anything at any level in any place from anyone. It is about finding the correct balance between face-to-face and online learning.

2.7 Teaching Writing through Blended Learning

In this study, the resercher observed the implementation of blended learning to teach writing recount text, students' writing skill and also their responses. In this process, the using of blended learning through WhatsApp Messenger is constructed in the teaching and learning process especially in the collecting data stage.

This shift of blended learning involving face-to-face and online instruction is intended to make learning more productive by giving better teaching tools, more time, and informative data.

In face-to-face process, the teacher do brainstorming by asking the students about what they did in the past time,for example; What did you do yesterday?, what did you do in your holiday?, Who accompanied you?, Where were you?,When did you do that?, then the teacher writes the students' answer on the board. After that,the teacher tells the students the materials that will be learnt.The teacher explains more about recount text. Then the teacher gives example about recount text, its generic structure and language features.Then, the teacher makes groups. Each group consists of 4-5 students. Next,the teacher gives a topic. The students in a group make an outline first, then develop into recount text. After that, the teacher asks the students make recount text individually. The topic is decided by the teacher. For example, about "Holiday". The students are asked to send their text through WhatsApp messenger.

2.8 Blended Learning Design Process

The selection, organization and primary presentation of course content, as well as the design and development of learning activities and assessment, is a pivotal responsibility for the instructor (Billigmeier, 2011).

Bath and Bourke, (2010) describe a five phase design for blended learning as a systematic approach, starting with:

1. Planning for integrating blended learning into your course, followed by;
2. Designing and developing the blended learning elements;
3. Implementing the blended learning design;
4. Reviewing (evaluating) the effectiveness of your blended learning design, and;
5. Planning for the next delivery of your course then involves improving the blended learning experience for both teacher and students.

2.8.1 Procedures

1. Give the students brainstorming.
2. Tell the students the materials that will be learnt.
3. Explain them more about recount text.
4. Make groups, each group consists of 4-5 students.
5. Give the groups a certain topic to be discussed.
6. Let the group talk freely and spontaneously about the topic.
7. The students produce the recount text.
8. The teacher asks the leader of the class to make a group of WhatsApp.
9. The teacher gives the different topic, asks the students individually to do the same thing in group of WhatsApp Messenger.
10. Check the students' writing result by giving guidance to the students.

2.8.2 Advantages

Based on the application of Blended Learning through WhatsApp in teaching writing especially writing recount text, many advantages can be taken from it. They are :

1. WhatsApp messenger facilitates online collaboration and cooperation between online students connected from school or home in a blended learning.
2. WhatsApp is a free application that is easy to use.
3. Groups connected to WhatsApp can share learning objects easily through comments, texting and messaging. Discussions are related to the course content taught 100% in-class.
4. WhatsApp provides students with the ability to create a class publication and publish their work in the group.
5. Information and knowledge are easily constructed and shared through WhatsApp.
6. They can work together in community without having face-to-face.
7. The students can manage their own time.
8. Students can learn directly and know their friends' writing result.

9. Maximizing classroom space and/or reduce the number of overcrowded classrooms. Gould (2003: 55)

2.9 WhatsApp Messenger

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, and many others alike have been phenomenally popular in the communication world (Riyanto, 2013).

The most recent popular social network is WhatsApp application. WhatsApp Messenger is a proprietary, crossplatform instant messaging application for smart phones.

3. Method

To test the study hypotheses, the researcher uses the descriptive quantitative. The researcher uses one class only as a prove that the using of blended learning through WhatsApp messenger can improve student' ability in writing recount text. The data are taken from students' writing performance who have been given treatments. The results of the students' writing recount ability will be recorded. To achieve the aims of the study, the researcher designs the instruments : Questionnaire and Writing test. Data are collected by administering pre test and post test. The students are given pre test. It aims to know how far their writing recount ability before they are given some explanations about it. The next step of data collection is administering post test for students after the researcher explains about how to make a recount text by using WhatsApp messenger. The aim of administering of post test is to know the achievement of students' .

In order to find out the effect of blended learning using whatsapp messenger towards students' writing achievement, the researcher passes the following steps in analyzing the data as follows:

1. The researcher makes a scoring of students' pretest, posttest and perception.
2. After the researcher gets the raw score of pretest, posttest and , perception the researcher tabulates that result of the test and calculates the score of pretest and posttest. The researcher uses Independent Group T-test of SPSS to calculate it, then find the score that indicate whether there is an improvement on students' writing achievement after the treatment by blended learning using whatsapp messenger.
3. The researcher compares students' score of pretest and posttest after the treatment by blended learning using picture series through whatsapp messenger.
4. The researcher constructs the conclusion. The conclusion can be developed from the result of statistical computerization that is in SPSS.

4. Findings

The findings focussed on the improvement of student's writing recount text and students' attitude on the use of WhatsApp as a blended learning and whether or not WhatsApp is significance for future use in helping the students to enhance their language learning.

The researcher conducted the pre test and post test. The pre test conducted before the research and post test conducted after the research. This is done to see the difference of the students' result or ability in writing recount text before and after given treatment, using whatsapp as a blended leraning. Score of pre test and post test can be seen on the table below.

Table 1. The result of Pre Test and Post Test

NO	STUDENTS'CODE	SCORE	
		PRE TEST	POST TEST
1	MTY	75	80
2	OB	75	85
3	TA	70	75
4	TYP	70	75
5	AF	68	75
6	AP	70	85
7	RAS	70	75
8	HSR	60	75
9	A	60	75
10	DR	65	70
11	MK	70	80
12	SD	60	68
13	SH	75	78
14	ES	75	78
15	EP	75	80
16	EL	60	75
17	TA	70	78
18	RSS	70	75
19	WW	70	78
20	RM	75	80
TOTAL		1383	1540
AVERAGE		69,15	77,00

The table above showed that the average of the students' result of pretest is 69,15 and post test is 77.00 It means that there is improvement of student's ability in writing recount text by using WhatsApp as a blended learning.

Hence, descriptive statistics is used throughout the process of the data collection that involved the mode (frequency), percentage, mean and standard deviation in order to identify the students' attitude level on the

use of WhatsApp as a blended learning . The data were collected through various aspects. They are the attitude towards WhatsApp and how they perceive the application and its convenience/ ease of use towards WhatsApp.

4.1 The Attitude towards WhatsApp and Its Perceive, Convenience/Ease of Use

How is students' attitude towards WhatsApp and how they perceive the application and its convenience/ ease of use of the application?

A descriptive analysis which involved mode (frequency), percentages, mean and standard deviation are used in order to identify the level of students' attitude towards WhatsApp and their perceive to the application and its convenience/ ease of use. The result of the descriptive analysis is shown in table below.

Table 1: The level of attitude towards WhatsApp and its perceive, convenience/ease of use

No	Attitude	SD	D	U	A	SA	Min	Interp
1	Learning language via WhatsApp is a pleasant idea	-	-	4 (20.0%)	12 (60.0%)	4 (20.0%)	4.00	High
2	Learning language via WhatsApp is a positive idea	-	-	3 (15.0%)	13 (65.0%)	4 (20.0%)	4.05	High
3	Learning how to use WhatsApp messaging was easy	-	-	-	9 (45.0%)	11 (55.0%)	4.55	High
4	WhatsApp was easy to be used	-	-	-	3 (15.0%)	17 (85.0%)	4.85	High
5	WhatsApp favoured faster knowledge sharing	-	-	1 (5.0%)	7 (35.0%)	12 (60.0%)	4.55	High
6	Using WhatsApp it helped me to pass any information discussed easily	-	-	2 (10.0%)	6 (30.0%)	12 (60.0%)	4.50	High
7	My interaction in WhatsApp messaging was clear	-	-	4 (20.0%)	10 (50.0%)	6 (30.0%)	4.10	High
8	My interaction in WhatsApp messaging was understandable	-	-	4 (20.0%)	10 (50.0%)	6 (30.0%)	4.10	High
9	It was easy for me to become skilful in discovering information via WhatsApp	-	-	2 (10.0%)	9 (45.0%)	9 (45.0%)	4.35	High
10	Learning English language using WhatsApp is convenient for me	-	-	2 (10.0%)	11 (55.0%)	7 (35.0%)	4.25	High

11	WhatsApp is convenient for academic engagement purposes	-	-	-	16 (80.0%)	4 (20.0%)	4.20	High
12	WhatsApp allows me to academically engage with peers and teachers at any time and any place.	-	-	1 (5.0%)	9 (45.0%)	10 (50.0%)	4.40	High
	Total						4.33	High

Table above showed that every item in relation to students’ attitude towards WhatsApp and how they perceive the application and its convenience/ ease of use of it were all at the very high level. The highest mean of the item was WhatsApp was easy to be used (mean = 4.85). In terms of its frequency and percentage, it was clearly demonstrated that 3 students (15.0%) were agree and 17 students (85.0%) were strongly agree of the easiness of using WhatsApp application.

Meanwhile, the lowest mean of the item was Learning language via WhatsApp is a pleasant idea (mean = 4.00). In terms of its frequency and percentage, it showed that 4 students (20.0%) stated for uncertain, 12 students (60.0%) were agree and 4 students (20.0%) stated for strongly agree. Overall, it can be concluded that the students’ attitude towards WhatsApp and how they perceive its usage, convenience/ ease of use were rated at the very high level (mean = 4.33).

4.2 Discussion

There are a lot of mobile applications in students’ reach appear every year. So, teaching should make use of such technology. There are many educational applications that make learning is fun. The previous studies related to using WhatsApp technology are in line with these results. This study is in line with Cavus & Ibrahim (2008) in assuring that mobile phones are an important learning tool that contributes to the success of students. Also, it is in line with Kukulska & Shield (2008) who emphasize the importance of mobile devices as a social contact support and as a learning tool. This study is also with completely in line with Riyanto (2013) who was the first one to research WhatsApp Messenger. He concluded his research with the possibilities of adopting WhatsApp as a technique used to improve students’ language skills. With the same view, this study emphasized Rambe & Chipunza, (2013) findings stating that WhatsApp gives students possibility to express themselves in nonrestricted environment. But, this study was different from others in teaching writing skills in a systematic way whereas there are fixed step.

This study examined the use of the WhatsApp as a blended learning and how it could help the students to improve their ability in writing recount text. As reported above, data analysis revealed that WhatsApp had significant effect on this variable. That is due to two main reasons:

- a. The students were interested in using the smart phones in teaching. They already used these phones all time in different things; chatting with each other, writing their comments to their friends, sending messages and all of these for free.
- b. The idea of feeling free in time and place to learn something new was effective. They could write what they wish at any time and place.

The students felt free to express their ideas. At the same time, he had the opportunity to correct and editing 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.

5. Conclusion

Based on the findings above, WhatsApp technology can also enhance students' active participation in the ESL 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 teaching our students. In the past, it was difficult to communicate with our students especially after the class. The teacher made great efforts to prepare material and aids to prepare their lesson. With passing time and increasing advance in technology, we should be a part of this technology. We should make use of them in our teaching process.

From the discussion above, it can be concluded with two major findings of the use of WhatsApp as a blended learning.

Firstly, WhatsApp is a useful tool as a blended learning in language teaching especially in writing and secondly, it increases students engagement in learning through WhatsApp discussions. This research was successfully conducted to improve the student's ability in writing recount text ,to determine the attitudes and students' behavioural intention towards the use of WhatsApp with the findings showed were all at the high levels.

As for the conclusion, the use of WhatsApp as a blended in learning the language in the classroom would really beneficial to the students and also to be implemented in today's education since it could be able to make the learning more effective.

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