

THE INFLUENCE OF USING TELEGRAM ON THE WRITING ACHIEVEMENT OF XI GRADE STUDENTS AT SMKN 8 SURABAYA

^a Nuzulul Rahma, ^b Wahyu Bandjarjani, ^c Ferra Dian Andanty,
^{a,b,c} English Language Education Department, Faculty of Teacher Training and
Education, University of PGRI Adi Buana Surabaya
e-mail: rahmanuzulul@gmail.com

ABSTRACT

Writing is one of English skills that should be mastered by students. It is a skill that is more complicated than the others. Moreover, before writing students should master in vocabulary and grammar, because without them, they are not able to write. The present study aimed at finding out whether there is any influence or not telegram in teaching writing on students' writing achievement at SMKN 8 Surabaya. This research used quantitative approach with true experimental design which consisted of two groups pre-test and post-test. The researcher gave pre-test to students before using telegram as a media and she gave post-test after using telegram for experimental class in XI Fashion Department 3 in SMKN 8 Surabaya. The t-test statistics was used to analyze the data. The result of the study showed that $t_{\text{calculate}}$ was 2.0080 and t_{table} was 1.99773 with Df (Degree of freedom) 64 significant rate was 5% or 0.05, $t_{\text{calculate}}$ was $> t_{\text{table}}$. It meant that H_a was accepted and there was influence of telegram on students' writing achievement. Based on the data analysis, it could be concluded that telegram could be a suitable media in teaching-learning process, because it gave positive influence on writing.

Keywords: digital media (telegram), students' writing achievement

BACKGROUND OF THE STUDY

Language is a tool to communicate between one and another person. There are many kinds of languages, one of which is English as an international language. Absolutely residences or people around the world who communicate in some sectors of life should master this language.

It is a fact that even though English is a foreign language, it plays a significant role in Indonesia. It is one of important reasons why the government makes a rule about the capacity of learning English in formal educational system. However, there are such problems faced by students in order to master English. One of them is the way they learn and time management. As a foreign language, it is a difficult thing for Indonesian learners to master it. Moreover, the management of time of this major is so limited or maybe it can be said as minimum time.

According to *Permendikbud* (2013:3), senior high school only has two hours to learn English language in one week and one hour only for lasts forty five minutes. It means students in senior high school only have ninety minutes to learn English. Beside that, as a foreign language, all skills of English should be mastered by students, but they need more attention than the other major. This is because English is difficult to master, but the fact is that students have limited time to learn it and must master it. It makes them not interested in English.

Several problems of eleventh grade students at SMKN 8 Surabaya are lacking of vocabulary, construction of grammatical, laziness in writing practices and teacher's monotonous method of teaching. It means students have difficulties to build and develop their ideas. They do not master the construction of grammatical sentences well and students are lazy in writing practices after the class. Therefore, they always produce meaningless sentences. Moreover, teachers use monotonous method to teach writing, for example, there is no media and no challenge to write and think more for students. Teachers only ask students to write everything without knowing the correct form. The researcher's opinion is that the teacher has to find an appropriate technique or media that can reduce and solve those problems. One of the solutions that can be applied is digital media.

Blattner and Lomicka (2015:43) said telegram is one of social media that is used by society to connect with the other friends. Telegram is also the recent media in this year after WhatsApp and Instagram. The researcher uses telegram, because students are more interested in their phones and making small talk or status or comment with their friends in social media than studying writing, even though they need to master writing in English class. Therefore, the researcher tries to research the influence of using telegram as media to teach writing on students' writing achievement.

RESEARCH DESIGN

Based on Creswell (2014: 201) true experimental design is a traditional, classical design, this procedure involves random assignment of participants to two groups. Both groups are administered both a pretest and a posttest, but the treatment is provided only to experimental Group A.

Population: in this research, the researcher used the students' in second grade in SMKN 8 Surabaya as the population because the researcher chose the class randomly. They consisted of 231 students.

Sample: the researcher used stratified random sampling to determine the sample because the researcher used appropriate classes with school decision in teaching practice and in this situation she was teaching in XI Fashion Department 3 and XI Fashion Department 4 with same strata. The researcher used two classes as experimental and control class that consist of 33 students each class, XI Fashion Department 3 as experimental class and XI Fashion Department 4 as control class. Based on Singh (2014:84) stratified random sampling has strata group as represented, break population into strata, then randomly select within strata.

RESULT AND INTERPRETATION

The data in this chapter was taken from students test in SMKN 8 Surabaya. It consisted of objective test and subjective test. The objective test was the test that the answer only had two options, true or false. The subjective test was the test that the answer used keyword and students could explaining by their own language (making an essay report text about the place) The tests were to measure students' ability to: identify generic structure from report text, arrange correct paragraph based on generic structure and made an essay about the place. The researcher gave assessment to students using some criteria, namely generic structure (general classification and description), vocabulary range, vocabulary control, grammatical accuracy, coherence, orthographic control and thematic development.

The result of the data

$t_{calculate} = 2.0080 > t_{table} = 1.99773$. it meant there was influence of using telegram on the writing achievement of XI grade students at SMKN 8 Surabaya.

INTERPRETATION

According to the data analysis, the result of coefficient of $t_{calculate} = 2.0080$ and $df = 64$ or $t_{table} = 1.99773$ with significant rate was 5% or 0.05. The result was $2.0080 > 1.99773$, it meant that $t_{calculate}$ was $> t_{table}$ and H_a was accepted, because the media (telegram) gave positive influence on students' writing achievement. It was relevant to Badri (2015:51), who explains that telegram offers a useful environment that gives the students a chance to create a strong sense of community in which they can participate actively while learning. Moreover, students need useful environment to expand their ideas in writing. Based on the data analysis, students got better in writing after being taught using telegram. The proof was showed by the result of pre-test and post test.

CONCLUSION

Based on the result of data analysis, it could be concluded that telegram as media in teaching learning process made students not to be lazy to write. It was because they could write in their gadget everywhere. It meant there is influence of using telegram on the writing achievement of XI grade students at SMKN 8 Surabaya. There was no limit time to practice writing, because they only had to open their gadget and tried to practice writing. In the classroom the researcher gave other examples, exercises to motivate and provoke the students to be more interested in writing.

In this study the researcher used responsive and extensive method to assess students' writing achievement. It was because the ways to give score were in responsive and extensive scoring. They were holistic scoring, primary trait scoring, analytic scoring which were done score by looking at the organization, logical development of ideas, grammar, punctuation, spelling and mechanics, style and quality of expression.

In experimental class telegram could be an alternative to make students more interested to practice writing. It was because gadget could be said students' favorite thing and they liked to bring it everywhere. Moreover, they had limited time to practice in the classroom and then the teacher taught this subject using monotonous method. It could be effect students' interest to practice writing. Telegram as a media gave positive influence for students in writing. The proof was shown by the result of pre-test and post-test that were given to students in SMKN 8 Surabaya, especially XI Fashion Departemnt 3 class. The result of post-test was better than that of the pre-test, which meant students could be more creative because of the effect of digital media.

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