CHAPTER I

INTRODUCTION

The Background of the Study

Language is the important role in human activities that used as a tool of communication to convey opinions, emotions, feeling and share information with all people. Language is a communication tool that everyone uses every day to convey their intentions, goals, and opinions to others. It was difficult to imagine how everyone could cooperate and live in peace with one another in the absence of language. As a result, people must understand and master language. According to the above definition, the function of language is communication. Based on the definition above, the function of language is communication. In the Oxford learner's dictionary (2008), language is a system of communication in speech and writing used by people of a particular country. In our country, English is regarded as an important foreign language to learn and to use in the advancement of science, technology, and art culture.

English is a foreign language. English is one of the most commonly used languages for people to communicate with others whose native language is different from their own. English as a foreign language is very important to learn and use in Indonesia to develop science and technology, as well as to build relationships with others. Kheryadi (2017) stated in his article that students show their confidence, independence (autonomous), enthusiasm, and positive attitude towards learning English. English, as an international language with a large impact, was very important to learn at the moment, especially for students as a young generation, that they must prepare themselves to face this era well.

Brumfit (1982:2) stated English is an international language in that it is the most widespread medium of international communication, both because of the number and geographical spread of its speakers and because of the large number of nonnative speakers who use it for past at least of their international contact. Therefore, it could be assumed that mastering English is needed to take part in international relationships. From the explanation above, it was understandable why the Indonesian government has chosen English as one of the main foreign languages to teach in schools. Determining the curriculum. Nowadays, School –Based Curriculum or in Bahasa Indonesia known as KTSP (Kurikulum Tingkat Satuan Pendidikan) was applied. English has four skills that must be mastered by English learners in learning English. Those are reading, speaking, listening, and writing.

Writing is a way of communicating which writers do by writing everything or ideas and explore the ideas on the paper. Good sharing was when you put everything into writing. Between reading, speaking, and listening, writing is an important skill for the human who is learning English. In writing, everyone could write down all the contents of their thoughts or ideas that are in their mind and could write down what they are feeling. Writing is an effective way for students who are learning English to improve their skills. In school, students improve themselves by learning how to make good writing and students have to learn how to convey their ideas. And their teacher makes training how to create good writing for them.

Students assumed that writing skills were often seen as difficult skills in learning English. It means students have to learn more about writing so that they can master writing. In writing, students must go through several steps or processes to create it and update it until it becomes good writing. The teacher helps students by providing direction, explanation, supports, and helps them to be more creative in writing. In this term, Harmer (2007:5) stated that writing has four

main elements: planning, drafting, editing (reflecting and revising), and final version (draft). In English, there are some texts that gave by the teacher for students as their material in learning writing skills.

There are several genres in writing text namely descriptive text, narrative, recount, discussion, report, spoof, hortatory, exposition, explanation, anecdote, news item, but the writers focus on procedure text. Procedure text is a genre from among several genres of writing that students must understand and master well. Procedure text is the text which describes how something is accomplished through some sequence of actions or steps. In the text of procedure, there are a lot of steps or instructions to do to make something and the instructions explain systematically and usually in an imperative sentence and use simple present tense in order that the students easily understand what they want to do and they able to understand their goals. It also uses conjunction such as first, second, then, next, after that, etc.

Procedure text is the text that tells about the process of how to make, how to do, and how to use something. A procedure text is a text which consisted of steps of doing something. Procedure text must have some lists to be done by people. Procedure text has components, such as generic structures, language features, purposes of procedure text. During pandemic covid-19, the teacher teaches students how to write procedure text by using the application to help them.

In conditions of the Covid-19 pandemic, where face-to-face learning was being stopped by the government to reduce the spread of Covid-19. The government implements distance learning or learning from home by utilizing several applications from cellphones or laptops. These applications are Google classroom, WhatsApp, Google meeting, and zoom. The writer only focused on discussed the WhatsApp application because in there, the teacher sent word, PowerPoint, voice note, video to students by using the WhatsApp application. WhatsApp web

(2018) stated that there are six features in WhatsApp, those are group chat, web and desktop, voice and video calls, end-to-end encryption, documents, photos, and videos sharing, last is voice message. The providing features in WhatsApp is in line with the purpose of WhatsApp which is to facilitate communication. Therefore, WhatsApp can provide communication between the teachers and students and create another venue for learning. In teaching learning, teachers can use WhatsApp as a medium to facilitate students in learning English. There are some basic considerations why the social media was used in the process of learning, Kheryadi (2017) stated that students were familiar with technologies and it can be an alternative device to provide new learning experiences for students, furthermore, Gon and Rawekar (2017:23) stated that "as of today, it seems that WhatsApp has advantages over other technological tools employed by the education system, such as low cost, simplicity, accessibility, and efficiency", writer said that.

Based on the explanation above, the writer argues that students were familiar with technology because the majority of them own devices and were active on social media platforms, particularly WhatsApp. It was a free application that was easy to use. It was possible to engage students in learning English and improve their skills through the use of such media. The WhatsApp application at this time is one application that was useful for students and teachers in the teaching and learning process. A part from being easy to use, this application also considers efficient or takes up less quota for application users.

The first writer is Fattah (2015) stated that entitled the effectiveness of using WhatsApp Messenger is one of the mobile learning techniques to develop students writing skills. Finally, students can use WhatsApp at any time. The second writer is Sayan (2016) entitled Affecting higher students learning activity by using WhatsApp. The result shows that WhatsApp use for the improvement of achievement of the course goals had significant support of the teacher

candidates. The third writer is Ramakrisnan (2017) entitled the use of WhatsApp for English language proficiency among B.Ed Traines. The study involved 200 B.Ed. trainees in Madurai district. The result revealed that there was a development of English language proficiency for B.Ed students as expected by the writer. The last study is Kheryadi (2017) stated the result of that study shows that the use of WhatsApp is highly essential for language teachers to identify what their learners enjoy doing and utilize it to engage them in language development, especially reading and writing which slow learners find difficult when doing the conventional way.

When writer practiced in the field at SMP N 1 Pangaribuan The writer found the problem that the students face when teaching learning process it showed that students got low score in writing, it happened because they are lack to organize text, construct the tenses, and their vocabulary too minim, and the big problem is that they did not have much time to practice writing especially in the classroom. Less of teaching and learning time in schools especially for English subject make the oral and written practice in the classroom becomes a complicated problem, because there are four major skills and many topics within need to be taught. Therefore, the use of appropriate teaching media is needed. Gon and Rawekar (2017:23) stated that "as of today, it seems that WhatsApp has advantages over other technological tools employed by the education system, such as low cost, simplicity, accessibility, and efficiency".

Based on writer's experience after teaching in SMP N 1 Pangaribuan, the writer decided to use WhatsApp. It is one of a way to know students ability in pandemic days. In line with this, the writer intended to use WhatsApp as a tool to facilitate learning through the use of WhatsApp group, after the writer did this study, she decided to communicate with the students to know their willing to learn English, especially in writing procedure text.

The Problem of the Study

Based on the background of the study above, research problem on this study as follow: Does the use of WhatsApp application can improve students' writing procedure text at nine grade in SMP N 1 Pangaribuan during pandemic covid-19?

The Objective of the Study

Based on the background of the study, to know student's improved in writing procedure text by using whatsapp application at nine grade in SMP Negeri 1 Pangaribuan during pandemic covid 19.

The Scope of the Study

There are some applications used by students in the teaching-learning process during pandemic covid-19, namely Zoom, Google meet, Google classroom, and WhatsApp. In this research, the writer only focuses on the WhatsApp application or limits the media on the WhatsApp application. There are some genres of writing state by Gerrot and Wignell (1995:192) they are spoof, recount, report, analytical exposition, Hortatory Exposition, anecdote, Description, explanation, review, discussion, procedure, news item, narrative. The writer will focus on writing procedure text by using the WhatsApp application.

The Significances of the Study

The study is expected to use for other people especially improving students' writing procedure text by using whatsApp application at nine grade in SMP N 1 Pangaribuan during pandemic covid-19. There are two kinds of the significances of this study, they are:

Theoretically

1. Readers

    The finding of this study is expected to the user to enrich their knowledge about procedure text by using the WhatsApp application.

2. Learners

To give information about the use of the WhatsApp application to improve students writing in procedure text.

Practically

The findings of this study are expected to be useful for:

1. Teacher

This study is valuable for English teachers to improve the student's ability in writing procedure text by using WhatsApp. Hopefully, the teacher can improve the student's ability in writing procedure text. No one knows when pandemic covid-19 end most likely there still online learning that will be applied by the school. When the writer becomes a teacher at one of the schools later, the writer will try to present her study and at that time other teachers will read, and understand the content of the research.

3. Institution (school)

The result of this study hopes is valuable for school to develop and encourage the student's ability in writing procedure text by using WhatsApp.

4. Researcher

This study hopefully gives the knowledge about writing procedure text by using WhatsApp and as the reference to the other researcher to improve student's ability in writing procedure text by using WhatsApp application.

CHAPTER II

REVIEW OF LITERATURE

Writing

Writing is an important English skill to master because it allows you to share your thoughts and ideas with others as well as communicate with yourself. Before went into the explanation of writing ability, was better to understand what is writing. Writing is the most difficult to learn because writing requires hard thinking to make ideas, words, grammar, sentences, a paragraph should be nice and true and sentences later formed become good paragraphs that convey a message for the readers. Harmer (2006: 79-80) stated that writing is a basic language skill, as important as speaking, listening, and reading. It means writing is the basic skill that is important besides, speaking, reading, and listening.

Brown (2001: 336) defined that writing is a thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization". It means, that writing is a process of putting and writing down all the ideas on a paper and arranging them into words or sentences, and give them structure. Nunan (2003:88) defined that writing as the mental work of investing ideas thinking about how to express them and organizing them into statements and paragraphs that will be clear to readers. Based on the definition above, the writer argues that writing is one of the English skills that gives information from the results of people's perceptions and to practice how to make ideas to create a

process of writing of the text and writing can also make people express their thinking through images of picture.

Writing is not an easy skill for people, especially for students in Junior High School. English school's curriculum stated that the objectives of writing in junior high school students were expected to express the content of the functional text, and through a writing activity, the students can develop their thinking knowledge and their English ability such as grammar and vocabulary. If students have writing questions, they can use this objective to answer them while also creating something. As a result, writing skills must be mastered by students because they can be used to express ideas, feelings, and communicate with others in socialization or education.

The Important of Writing

Writing is necessary because it was widely used in higher education and the workplace. If students do not know how to express themselves in writing, we must learn the significance of writing. The value of writing in helping to express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, give a person a chance to later reflect on and re-evaluate his/her ideas, provide and receive feedback, and prepare for school and employment.

Maley in Blanka (2013:9) stated that, emphasizes the following benefits of creative writing:

1. It aids language development at all levels of grammar, vocabulary, phonology, and discourse it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings.

2. It requires a willingness to play with the language.

3. It concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition, and musicality; it also affords scope for learners who in the usual processes of formal instruction are thereforeoften at a disadvantage.

Based on the definition above the writer argues writing is very important for many people because it makes our thinking and learning visible and permanent, it preserves our ideas and memories, it can be motivation for readers, it can know about the information that we can share with the readers through writing, and it can also be used to exercise our grammar, vocabulary, and other skills so that we can arrange sentences in English.

2.1.2 The Writing Process

The writing process is critical for both the writer and others. To write a good paragraph, we need more than just an idea, and the writing process considers the value of writing. So, we can learn about the writing process from this explanation. Harmer (2004:12) defined that, the writing process as a way of looking at what people do when they compose written text the writing process teachers and the students how to develop their ideas, and record them in written form. Each stage of the writing process is important and needs to be explicitly taught in mind. Also added, there four main elements in the writing process, they are planning, drafting, editing (reflecting and revising), and final version.

All of them will be explained in the following:

1. Planning

The writer must think about the main issues. Before starting to write or type, they try and decide what they will say. For some writers, this may involve making detailed notes. When planning, the writer has to think about three main issues.

i) A place they have to consider the purpose of there since it will influence (among other things) not only the type of the text they wish to the procedure but also the language they use.

ii) Experienced writers think of the audience they are writing for since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, and others) but also the choice of the language.

iii) Writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or argument which they have decided to include.

2. Drafting

Refers to the first version of a piece of writing as a draft. As the writing process into editing, some drafts may be produced on the way to the final version.

3. Editing (Reflecting and revising)

More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words, and grammatical accuracy. Reflecting and revising are often helped by other readers (or editor's) who comment and make a suggestion. Other reader reactions to a piece of writing will help the author to make appropriaterevisions. Doing editing gets the writing ready to go out into the world. It explains to the author that the purpose of editing is to make writing in English text for readers to understand.

4. Final Version

After editing the draft, making the changes is necessary to produce the final version. It may look considerably different from the original plan and the first draft because things have changed in the editing process. The author is now ready with share the written text to its intended audiences.

Planning   Drafting   Editing   Final version

Writing process Harmer (2004:5)

The writer states the writing process is the same as explained by the expert. There are several stages to the writing process, including planning, drafting, editing, and final revision. The first is planning, which refers to activities that are done before writing (making a plan) what the topic is, what the purpose of the topic is, and how the ideas are organized. In the second draft, the writer must express their idea in rough writing. Third editing (revision) in this process refers to repairing their ideas such as reading the draft, changing or revising the writing with the observation of reaction from comments and opinions, and the final version refers to the final process that focuses on making changes to aspects of essay mechanics such as capital words, sentence structure, punctuation with the purpose to make the readers more understand the content of the essay and after that, the essay can be published in part of the book, journal, report or writings others. As a result, this process is important for creating good writing.

2.1.3 Purpose of Writing

Teaching writing in the classroom is a difficult task for a variety of reasons. As a result, some goals motivated students to write in assisting their learning. Penny Ur (2003:132) defined "The purpose of writing in the principle is the expression of ideas, the conveying of messages to the reader; so the idea themselves should arguably be seen as the most important aspect in writing". In another word, the purposes of writing are to express the idea in the concrete or

visible and convey the message through the consideration written to make the reader understand. There are four general writing purposes, they are to inform the reader about something, to persuade someone to do something, to entertain someone with the story, and to express our thoughts or minds.

The purpose of writing is depends on the kind, genre, type and writer itself. The purpose of writing based on its kind, for example, writing a memo or personal letter is to tell or convey the message to other people. Besides that, it also purposes to ask or command someone to do something later, etc. Furthermore, each type of writing has its own set of objectives. For starters, descriptive text is used to describe something or to provide information about a specific object. Second, narrative texts are aimed to entertain or amuse the reader with stories such as fables, legends, fairy tales, and so on. Third, the purpose of a recount text is to retell the reader about an experience that occurred in chronology order. Last but not least, there is procedure text. This text would be discussed in greater depth in this chapter. The purpose of a procedure text is to describe how something is accomplished through a series of actions or steps.

Furthermore, the purpose of writing is determined by the writer. For example, during this time, a writer may decide to write something as part of his degree requirements (thesis), or it may share a discovery or invention based on research (journal), and so on. To summarize, the purpose of writing is determined by how the writer expresses their meaning and what the text is. As a result, different people willhave different goals in writing. Different types of writing exist, such as descriptive, narrative, recount, procedure, and so on. Each has their own goal as well. People would generally write based on their need and goal. As a result, it is critical to understand both the reader's and the writer's intent.

2.1.4 Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. "A paragraph is a group of sentences which contain relevant information about one main or central idea" (Bram, Barli1995:13). A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things, they are:

1. Unity

   The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the onething in the topic sentence: all of the sentences stick together.

2. Coherence

   Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless (Bram, Barli 1995: 20-21). It involves at least five components, they are:

   1) Content   :   The substance of writing, the ideas expressed

   2) Form   :   The organization of the content

3) Grammar : The employment of grammatical form and syntactic patterns

4) Vocabulary : The choice of structure and lexical items to give a particular tone or flavor to the writing. It is also calledstyle.

5) Mechanic : The use of graphic conventions of the language.

2.1.5 Teaching Writing

Teaching is about process how to share and transfer the knowledge for the people. Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand as stated by Brown (2007:7). It means that teaching could help students understand what they don't understand during the learning process. The writer can explain how to teachwriting in his or her explanation. Raimes (1983:3) stated that teaching writing is a unique way to reinforce learning. It means that teaching writing is a good way of teaching because by teaching writing students are expected to understand more about learning.

There are several techniques used in teaching writing. As stated by Harmer(2004:44) "the techniques such as copying and parallel writing (imitating a writtenmodel), help to give students a basic mechanical competence which they can put then to use when they write more creatively". Then, the techniques are divided into some parts. Harmer (2004:52) copying technique is classified into four types:

1) Disguised word copying

2) Copying from the board

3) Making notes

4) Whisper writing

2.1.6 Genre of Writing

A genre is a kind of text which describes the general of the text, there are some kinds of writing such as narrative, recount, report, procedure, descriptive, spoof, anecdote, etc. Hyland (2009:15) argues genre is recognized as a type of communicative action to participate in any social events.

Another argument from Pardiyono (2007:31) describes that the importance of learning genre of writing, there are:

1) Genre serves as the frame of reference in which particular task to be oriental.

2) It is closely tied with a discussion of communicative purpose (intention) and conventionalized format (rhetorical structure) of a text and linguistic realization.

2.1.7 Types of Genre

Raison et al (2004:13) suggested that in introducing various written text types in teaching writing, there are thirteen text types in learning writing that is narrative, report, recount, procedure, descriptive, news item, review, explanation, analytical exposition, hortatory, discussion, spoof, and anecdote.

2.2 Procedure Text

Procedure is commonly used to describe how to make something which is close to our daily activity. For example: how to make a cup of tea, how to make a good kite, is the best

example of the procedure text. It is such word: first boil water, secondly prepare the cup, and so on.

1. Social Function:

   Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

2. Generic Structure:

   1) Goal: showing the purpose to be accomplished.

   2) Material: telling the needed materials.

   3) Step 1, step 2: describing the steps to achieve the purpose or what has tobe done.

3. Language Features:

   1) Focus on generalized human agents.

   2) Use of simple present tense, often imperative.

   3) Use mainly of temporal conjunction (or numbering to indicate sequence).

   4) Use mainly of material process.

2.2.1 The Definition of Procedure Text

Procedure text is concerned with showing information to someone on how to do something. From this statement, the procedure text generally organizes with the goal, materials/ equipment, and steps Knapp and Watkins (2005:157). A procedure allows people to do or make something new for them while also ensuring that they do or make something in the correct order. Every step in the procedure text must be completed. The procedure text itself provides useful information for both teachers and students because it includes a project that can be implemented.

Procedure text can be learned through project-based learning as well as text-based learning. Because the project was used in daily life, the procedure text must be learned and practiced.

Procedure text in Junior High School material, it consists of various procedure. However, in this study, the writer concentrated on improving students' writing procedure text because, in response to the research questions, the writer would like to learn whether the demonstration method is effective in improving students' writing procedure text. The procedure text contains a goal that produced the result. The procedure's outcome is a reflection of the goal. If you want to make fried rice, you added a step to your recipe. So, as a result of what you did in each step of the procedure, it served fried rice as a sign that you have completed it.

2.2.2 Kinds of Procedure Text

There are so many kinds of procedures that have been found in daily life. But, that has a similarity on basically is instructional or clue to make or do something.

1. Food Recipe

   In kind of procedure text tells how to make some food based on the step writers or instructor command. E.g.: *How to Make Chocolate Brownies, How to Make Noodle, How to Cook Fried Chicken etc.*

2. Handicraft

   In this kind tells about how to make some handicraft for toys or daily tools or something good. E.g.: *How to Make a Kite, How to Make Tulip Flower with Origami* etc.

3. Manual Operational

   This text tells about how to operate tools, usually electronic or all things E.g., *How to Use ATM to Draw Money,* and *How to Make Facebook Account, etc.*

4. Role Plays

Playing with a friend is fun. But when choosing the kind of tools of play there also has a role for playing the game. So, procedure text is the solution.

5. Scientific research

In this era, so much researches have been found in the world. May, some people want to try scientific research in institutions or schools or maybe by themselves. Of course, need the instruction to get successful when doing scientific research. That's why procedure text can help every people about this. E.g.: *How to Make Chocolate Brownies.*

2.2.3 The Example of Procedure Text

How to Make Chocolate Brownies

1. **Ingredients**

- 1 1/2 cups granulated sugar*

- 3/4 cup all-purpose flour

- 2/3 cup cocoa powder, sifted if lumpy

- 1/2 cup powdered sugar, sifted if lumpy

- 1/2 cup dark chocolate chips

- 3/4 teaspoons sea salt

- large eggs

- 1/2 cup canola oil or extra-virgin olive oil**

- tablespoons water

- 1/2 teaspoon vanilla

2. **Instructions**

First preheat the oven to 325°F. Lightly spray an 8x8 baking dish (not a 9x9 dish or your brownies will overcook) with cooking spray and line it with parchment paper. Spray the

parchment paper, and then in a medium bowl, combine the sugar, flour, cocoa powder, powdered sugar, chocolate chips, and salt. Next, in a large bowl, whisk together the eggs, olive oil, water, and vanilla. Then, Sprinkle the dry mix over the wet mix and stir until just combined and the last, pour the batter into the prepared pan (it'll be thick - that's ok) and use a spatula to smooth the top. Bake for 40 to 48 minutes, or until a tooth pick comes out with only a few crumbs attached (note: it's better to pull the brownies out early than to leave them in too long). **Cool completely before slicing***** Store in an airtight container at room temperature for up to 3 days. These also freeze well!

Notes:

*If you'd like to reduce the sugar, I've had success with 1 cup granulated sugar instead of 1 1/2 cups.

**I like to use olive oil because it's what I keep on hand and I enjoy the pairing of olive oil with chocolate. Keep in mind that you will taste it here. For a more neutral flavor, use canola oil.

***When these brownies come out of the oven, they'll be super gooey in the middle. Allow them to cool completely, about 2 hours, before you slice into them to give them a chance to set up. They'll continue to firm up the longer they're out of the oven. If you still prefer a firmer brownie, store them in the fridge.

As a result of the preceding example, everyone understands how to write procedure text. They must first create a goal. Second, they make a list of the materials needed to complete the procedure, such as the type of ingredients and utensils. Finally, they require steps to achieve the goal with the purpose: to describe to the reader the process of making chocolate brownies.

A procedure text is a piece of writing that tells us how to do something. The goal is to propose a solution to a problem. Writing procedures help us finish a task or create something.

They can be a set of instructions or instructions, such as a step-by-step method for germinating seeds.

2.3 WhatsApp Application

Mistar and Embi (2016:99) defined "WhatsApp has many benefits to the students, it also allows enhancement to the students' learning performance in the way of promoting an active learning development in WhatsApp conversation or discussion". There are some features in WhatsApp that is useful to be used in teaching and learning, the teacher can develop activities using WhatsApp so that students start using the application to practice or learn something including English subject.

The writer says that in using WhatsApp the teacher must be more creative, and must be able to master the class and be able to make the learning situation in the WhatsApp class (online) more active by utilizing all the features available in WhatsApp, for example in writing procedure text. The teacher must make students able to understand how to write procedures text well. The writer used this WhatsApp application especially in writing text procedures. With the use of WhatsApp, students become more active in teaching-learning activities and help students in learning English better.

The role of media in teaching and learning is significant. WhatsApp was used as a medium to facilitate and assist students in developing their abilities in writing procedure text where they work in groups and edit each other's work.

2.4 Previous Study

To support this study the writer has taken some relevant studies were focus on Improving Students' Writing Procedure Text by Using WhatsApp Application at Nine Grade in SMP N 1 Pangaribuan during Pandemic Covid-19 therefore we need to do the literature review to know how the other writer analyze the topic. There were some journals related to this topic that are reviewed. The first one was took from Faizah, Lailatul (2015) with entitled "IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURE TEXT BY USING PICTURE" (An Experimental Research at the 9th Grade of MTs Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/ 2015). She uses the picture as her media to improve students' ability in writing procedure text. While the writer uses WhatsApp as my medium to improve student's writing procedure text.

The second previous study that the writer used from Kammer Tuahman Sipayung Year 2015/2016, with title The Implementation of Collaborative Writing Method to Improve Student's Writing of Descriptive Genre at SMP Negeri 3 Percut Sei Tuan on Grade VIII at The Academic Year 2015/2016. The similarities of research discuss writing and the differences are his journal discuss improve students' writing descriptive genre while writer discusses improve student's writing procedure text using WhatsApp application.

The third one was took from ASIAN DUMANAUW 2018 with the title "THE USE OF WHATSAPP APPLICATION TO TEACH WRITING OF RECOUNT TEXT" by ASIAN DUMANAUW Universitas Tanjung Pura Pontianak. His research discussed a study on increasing students' skill of writing recount text through the use of WhatsApp on the tenth-grade students of SMA Negeri 5 Pontianak in the academic year 2018/2019. His research discussed recount text however the writer discussed procedure text.

The last previous study writer took from Lusiana with the title "A STUDY ON THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT" (A Descriptive Study on the Seventh Grade Students of SMP Bina Utama Pontianak in Academic Year 2011/2012). This study was aimed at describing student's ability in writing procedure text. The research was conducted on the seventh-grade students of SMP Bina Utama Pontianak in the Academic year 2011/2012. While the writer uses nine grade SMP N 1 Pangaribuan different from Lusiana's research

2.5 Conceptual Framework

In this study, the students got difficulties to write procedure text. They were also afraid to make mistakes about grammar, vocabulary, language use, etc. The writer use WhatsApp application in writing skills. In this study use Classroom Action Research where the procedure of the method are planning, action, observing, and reflecting.

Planning on solving this problem, the writer conducts stages or preparations in the form of lesson plans, which in this lesson plan, the writer make lesson plans according to the topics to be discussed in the learning process, and the next is to prepare material on the topics to be discussed, in the form of media, namely applications WhatsApp as a support tool to improve students' skills in making procedure text. After the writer prepares the learning process planning, the writer immediately jumps into the implementation of the plan that has been made and goes directly to class teaching through the whatsApp media and collaborates on the implementation of the learning process in writing procedure text based on the guidance of the lesson plan material.

In the next stage, the writer made observations from the WhatsApp application from the lesson plan material that was made and the students carried out activities according to the

direction of the teacher in the learning and teaching process. Then after observing these observations, the writer made a reflection in analyzing the data obtained from students and connecting the results of the student's work so that the writer sees the action of the results whether it is successful and unsuccessful.

Therefore, from this stage of this study the writer sees that if the writer made observations in writing the procedure text, where if the student increases in the first stage with an average value above KKM then it was declared improved or successful, and if the student's score is still below average. Then students have to do the second stage again or revised.
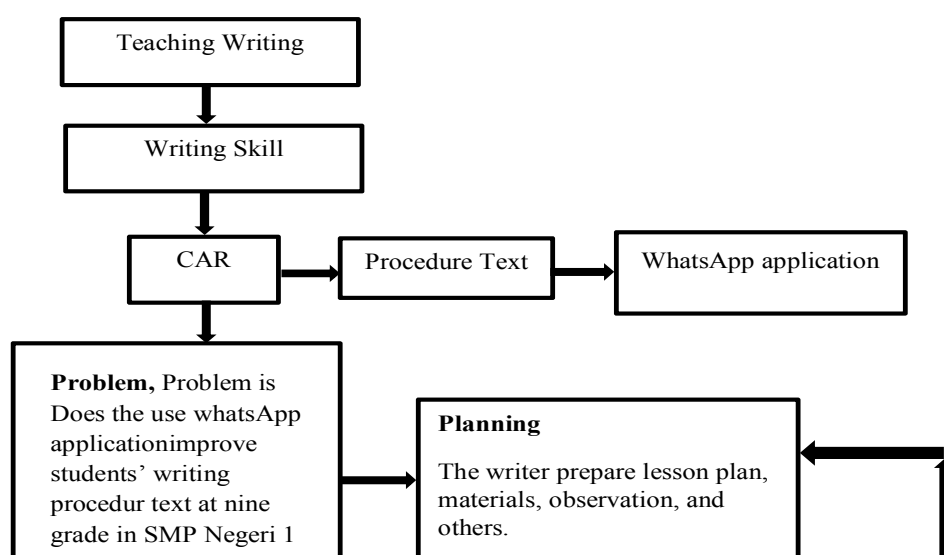
Teaching Writing

Writing Skill

CAR

Procedure Text

WhatsApp application

Problem, Problem is Does the use whatsApp applicationimprove students' writing procedur text at nine grade in SMP Negeri 1

Planning

The writer prepare lesson plan, materials, observation, and others.

Figure 2.5 The Framework Conceptual of the use of whatsApp application to improve student's writing procedure text (Sormin, Romauli:2021)

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

In this study, the writer used Classroom Action Research (CAR). Basrowi and Suwandi (2008: 28), CAR is action research in education sector what do in the class area and have the goal to repair and or to increase the learning quality. It means that classroom action research is a kind of research that has quality by taking an action so that it can improve and increase the quality of learning in the classroom more optimally and professionally. Every study has its research method as the guidance to achieve the goals of the study. It was a procedural way to get the answer to the research problem. Wallace in Wibowo (2012:33) define action research as a strategy that is a way of reflecting on a teacher's teaching.

Wiriatmaja (2005: 13) in his book states, Classroom Action Research is a method how a group of teachers can organize their teaching-learning conditions and learn from his own experience. Arikunto (2006:2) also claim that action research is a kind of research done by someone who researches what he was doing without changing its system. It was done by systematically collecting the data on teacher's everyday practice and analyzing it to come to some decisions a better teaching and learning technique or model. Classroom action research will help the teacher to find out what is happening in his or her classroom and to use that information to make a wise decision for the future.

3.2 Population and Sample

3.2.1 Population

Population is all subjects being researched Arikunto (2006:130). Based on the definition above that the population is the subject will be studied, it means that unlimited the subject, so to make easy the study might be a limited number before. The population of this study is the third-grade students of SMP N 1 Pangaribuan. There are six parallel classes of this grade namely IX-1, IX- 2, IX-3, IX-4, IX-5, and IX-6 of which the average numbers of students are 20 students in each class with a total of 120 students.

3.2.2 Sample

Arikunto (2006:131) with this sample the writer intends to general all the result sample. Arikunto (2006:132) state that to general is made concluded of research that is valid for population. The sample is a part of the population that was used as the source of real data in the research. The sample of this study was the students of IX-5 which is consists of 20 students.

3.3 The Instrument of Collecting Data

Instrument is the tool that was required to get information. Arikunto (2000:134) revealed that instrument in collecting data is a tool that was used by writer to help them in collected data in order to make it more systematic and easy. There were some Instruments for collecting data. They were test, observation, and interview.

In this case, the data was took from the source by employed tests, observation, and interviews.

1. Test

Test means some questions to students to be answered. The test used to compare the students' writing achievements before conducted the study (post-test) and after conducted the study (pre-test). The writer used a writing test as the instrument to measure their writing ability.

2. Observation

The writer does the observation directly toward teaching writing learning- a process in SMP Negeri 1 Pangaribuan. In this study, the writer acts as an active observer. The writer interacts with the students as well as the teacher. In writing lessons, the writer observes their writing skill, such as; their content, organization, vocabulary, language use, and mechanics in writing lessons.

3. Interview

The interview was conducted to know the student's difficulties in writing especially in writing procedure text and the students' writing development after being taught by WhatsApp application, the data will be collected by interviewing the students.

3.4 Research Procedure

1. Cycle I

The first cycle would be conducted based on the problem that was found in the orientation test. The study begins in this place by interviewing the English teacher. The writer's collaboration related to students writing achievement and their problems in writing a text.

Kemmis and McTaggart (1988), the procedure of this research were describe in the following:

1) Plan

Before doing this study the writer would prepare the lesson plan, materials, and all things that the teacher needs. In this phase, the teacher prepared media that was related to the material of writing.

2) Action

The writer asked the students to prepare their selves first. Then, they had to memorized everything that teacher explains about the materials "procedure text". The teacher was given the test after all the materials were explained.

3) Observation

In this phase, the writer observed the student's response, participation, and everything which founded during the teaching and learning process. Sometimes, do a mistake, like misunderstanding, difficulty memorizing the rules of procedure text, and others.

4) Reflection

After collected the data, the writer evaluated the teaching-learning process. Then, the writer was reflected on herself by saw the result of the observation, whether the teaching-learning process of writing using WhatsApp application good to implied in the teaching-learning process at SMP N 1 PANGARIBUAN. If the first plan was unsuccessful, the

writer should made the next plan (re-planning) got a good result during the process of the action research in the nine grade of students at SMP N 1 PANGARIBUAN.

2. Cycle II

After doing cycle I, the writer could decide to continue the next cycle or not, if the result of the cycle I don't show significant improvement and KKM of writing is not reached yet, the writer could continue to the next cycle. Cycle II would be done as well as Cycle I which applied plan, action, observation, reflection.

3.5 The Assessment of Writing

To evaluate students' mastery of writing skills, the teacher might appropriate writing asses writing work appropriately. This study gave the scored to the writing test papers of the students. There are some aspects of writing like content, organization, vocabulary, language use, and mechanics. Arthur Hughes (2005:104) state that are:

Aspect	Score	Criteria
Content	27-30	Very good to excellent
	22-26	Average to good
	17-21	Fair to poor
	13-16	Very poor
Organization	18-20	Very good to excellent
	14-17	Average to good
	10-13	Fair to poor
	7-9	Very poor
Vocabulary	18-20	Very good to excellent
	14-17	Average to good
	10-13	Fair to poor
	7-9	Very poor
Language use	22-25	Very good to excellent
	18-21	Average to good
	11-17	Fair to poor
	5-10	Very poor
Mechanics	5	Very good to excellent
	4	Average to good
	3	Fair to poor
	2	Very poor

Researcher gave score for each component of writing as follows:

Content	:	The lowest score is 13 and the highest score is 30
Organization	:	The lowest score is 7 and the highest score is 20
Vocabulary	:	The lowest score is 7 and the highest score is 20
Language Use	:	The lowest score is 5 and the highest score is 25
Mechanic	:	The lowest score is 2 and the highest score is 5

3.6 The Technique of Analyzing Data

According to Mills (2015:21) analyzing data is effort that is done by the teacher that has a role as a researcher to conclude accurately the data that had collected in a form that will believe by other people and it's true. So by the definition here, the writer will use the function of qualitative and quantitative data than qualitative data is the process of the test as long as the writer will apply WhatsApp application to improve student's writing procedure text in the classroom which start from the first time the writer begin their research, how will the process until the respond and the result of the students. Quantitative data is the result of the data that will calculate by the writer namely to calculate the result of the data. The data that will be analyzing there is from the student test as long as follow the learning process.

There are some steps in doing the data analysis:

1. Collecting the data from the students score

2. Comparing the score between the first and the last cycle.

3. Calculating the percentage of the students score.

   Below will the formula to know the mean of students' score as assessment:

$$M = \frac{\Sigma X}{N}$$

Where:

   M   = The mean of the students score

   ΣX = The total score

   N   = The number of the students

   Then, to find the class percentage of student score who past the criterion minimum of completeness (KKM), the writer will use the formula below:

$$P = \frac{R}{T} \times 100 \%$$

Where:

   P   = The percentage of the students who get the point 75

   R   = The number of the students who get the point 75 up

   T   = The total number of the student who do the best

3.7 Procedure of Analyzing Data

   The quantitative data was collected and analyzed by computing the scores of writing task. The technique of analyzing data are:

1. Calculating the test of cycle I

2. Tabulating the students score cycle I

3. Comparing the students score cycle I

4. Making the percentage of tests score cycle I

5. Making conclusion