USING SMARTPHONE IN ONLINE GROUP DISCUSSION IN ONLINE WRITING CLASS

(A Study at MAN 1 Curup)

THESIS

This thesis is submitted to fulfillthe requirement for

‘Sarjana’ degreein English Language Education

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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudari Putri Sanda Monica mahasiswa IAIN CURUP yang berjudul "**Using Smartphone in Online Group Discussion in Online Writing Class**" Sudah dapat diajukan dalam ujian munaqasyah Intitut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terima kasih.

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PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled entitled "Using smartphone in online group discussion to improving writing skill(A Study at MAN 1 Rejang lebong).

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Last but not least, The writer hopes that this thesis will be really useful to those who are interested in this field of study

Curup, January 2023
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Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled **"Using smartphone in online group discussion in Oline Writing Class (A study at Man 1 Rejang Lebong)"**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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Curup, 2023

Putri Sanda Monica

NIM.16551035

MOTTO

“When You Focus on Problems, You Will Have More Problems.

When You Focus on Possibilities, You Will Have More Opportunities.”

“Sesungguhnya Allah Tidak Akan Mengubah Nasib Suatu Kaum Sehingga Mereka Mengubah Keadaan Yang Ada Pada Diri Mereka Sendiri”

(Q.S Ar-Ra’d :11)

“Whatever You Are, Be A Good One. If You Are Late, Doesn't Mean You Are A Failure.”

Dedication

Praise the presence of Allah for all His gifts, this thesis is dedicated for:

- Dear my greatest persons. My beautiful mother **Ibu Eda Laili** and my best father ever **Bpk. Harmon Toni** My infinite gratitude to all of you for the meaningful support for me to complete my studies. Reminds me of a spiritual, problem-solving mindset. Big thanks mom, dad. I was able to strengthen my shoulders in the midst of a bad situation. Thankyou so much and I love both of you<3
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- All my big family.(The biggest family of Hj. Sabirin An and Hj.Sarkiyuni, and also my lovely grandmother and neknang) Thanks to you guys to always support me.i was able to finish this thesis. Thankyou for your prayers!!

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- My best support systems, Raja dewantri, Lisani Febrianti, Ade Eka Wahyuni. Support system like all of you is the greatest gift I ever felt. Thankyou for

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- Last, My Almamater of IAIN Curup. Without you I'am Nothing!!!!

ABSTRACT

Putri Sanda Monica, 2023	:	**"Using Smartphone in Online Group Discussion in Online Writing Class" (A Study at MAN 1 Rejang Lebong)**
Advisor	:	**Hadi Suhermanto M.Pd**
Co-Advisor	:	**Henny Septia Utami, M.Pd.**

The purpose of this research is to investigate at the use of smartphones in online group discussions to improve students' writing skills. Researchers use mixed research methods that are presented descriptively to describe it. The researcher uses Interview which refers to the qualitative method and the questionnaire refers to the quantitative method. The subjects of this study were English teachers and students of language class MAN 1 Rejang lebong. The result of the study shows that there are four objectives in online discussion groups for students to improve their writing skills when studying online. Namely: writing skills, smartphone, online group discussion and whatsApp application. in the interview section, the researcher interviewed 25 students and of the 15 students who were classified as getting low and high scores, the researcher gave a questionnaire. Students who completed the questionnaire received positive results from the four objects or indicators they desired to see, as evidenced by the percentage greater than 50%. Based on the result and discussion of this research, the researcher took some conclusions of using smartphone in online group discussion in online writing class. The results compared by interview and questionnaire gave the same data. The results include several things, namely : The process of using a smartphone, the benefit of using the smartphone and using of smartphone in evaluating students. There are four points obtained from the results of the questionnaire, namely : first, students' responses or reactions to writing skill material. The second is student responses to smartphone use. Third, student responses to inline group discussions and last, student reactions after studying online using the WhatsApp application. Based on the discussion above, it can be concluded that the reaction of students after learning English in learning materials for writing text based on the use of the smartphone itself using online discussions to improve writing skills has almost been implemented and received a positive response.

Keywords: *Smartphone usage,Online Group Dicussion, writing skill.*

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CHAPTER I

INTRODUCTION

A. Background

Writing skill is a skill to express thoughts, ideas, opinions about something, responses to a statement of desire, or the expression of feelings using written language. The expression of ideas in writing must be supported by the accuracy of the language used, vocabulary and grammatical and the use of spelling. The important of writing has increased greatly today. Writing is one of language skills and writing is one of four english skills beside speaking, listening and reading. Writing is a skill for the students to express their ideas in written. Writing was used to show that students had mastered particular grammatical rule, mather than had good idea about the subject matter. In fact, correct spelling, grammar, and overall organization well the most important evidence of second language proficiency.[1] That means writing is written expression which has some element such as grammatical aspect. From the written reader should know about the time perfectly by the tenses used. The writing also used role of grammatical which will make the written well and will be good expression ideas.

writing has been part of the teaching and learning of English in various levels of education. The main point to be gained is to write essentially to convey the right information to a particular reader segment and focus on how the

[1] David Nunan, *Teaching english skill*, (New York: Longman,1999), p. 89.

reader accesess the information . Talking about one of the skills of English, in the sophistication of technology in a very modern era such as students of English who study writing can develop their creativity in writing. Nowadays the phenomenon that occurs is the number of students who use smartphone in the learning . which is where smartphone are used as tools or can be said to be learning media. in this study the researchers saw that many influences of using electronic devices or smarphone in improving writing skills.[2]

Nowadays, covid-19 case are spreading in the world,before becoming a pandemic as it is now, the virus initially occurred in Wuhan City, Hubei Province, China in December 2019. There have been reports that pneumonia outbreaks are related to the virus and a disease caused by the corona virus, also known as COVID-19 is a new species discovered in 2019 and has never been identified as affecting humans before. Now the virus has also become widespread in Indonesia resulting in education using alternative online learning through certain features. Started from infection by 2 Indonesian citizens and to this day has spread and resulted in a large number of cases of the spread of the virus.[3]

This phenomenon is very influential on the world of education. Speaking of education, since the Covid case has become more widespread in Indonesia, many changes have taken place. The Covid-19 pandemic has changed a new paradigm in learning, namely from face-to-face learning to online learning. There are many obstacles or obstacles that must be faced in the online school model, one of which is

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[2] Widiati, Utami, and Bambang Yudi Cahyono. "*The teaching of EFL writing in the Indonesian context: The state of the art.*" Jurnal Ilmu Pendidikan 13.3 (2016).

[3] La Ode Anhusadar, *"Persepsi Mahasiswa Terhadap Kuliah online Dimasa Pandemi covid-19"* Journal of islamic early childhood education Hal. 44-59.

the limited participation of students in participating in the learning process directly. So a government policy emerged that education in the 2020 era in Indonesia has turned into an alternative school or online learning period through certain features to suppress the spread of the current virus. So currently all schools in Indonesia are undergoing during school or learning from home.

In this case many methods or features in smartphones are used. Writing or writing a text which is one of the learning materials for students becomes an interesting thing, when writing skills that usually occur directly, both material and writing practice, are now carried out in an online discussion group that occurs as a result of during school. So currently all schools in Indonesia are undergoing a during school period including learning that takes place at MAN 1 CURUP about learning to write, namely in text-based English learning where students learn to write texts, the texts referred to here are recount, historical recount, and other texts. according to the student learning material itself.

Based on observations of several phenomena that occurred to students of MAN 1 Curup, they were also affected by the influence of Covid 19, which they also felt during school that occurred under government policy during the pandemic. particularly in the language class where man 1 curup became the focal point of my research. In English lessons, especially in the text writing material itself, they use online group discussions and choose the WhatsApp application, because WhatsApp is a very easy and friendly application. Therefore students of MAN 1 Curup learn to use the WhatsApp feature in learning. This research focuses on improving writing skills and using the smartphone itself.

So in this case there is also using smartphone in the teaching and learning english especially for writing skill, therefore in this study want to see how the use of smartphone itself in online group discussion to improve student writing skills. so the title of this research is **"Using Smartphone in online group discussion in online writing class"(A study at MAN 1 Curup).**

B. Research Question

Based on the background that has been explained previously, the writer formulates the question should be solved in this research :

1. How is the use of smartphone in online group discussion ?
2. To what extend the use of smartphone improve writing skill as perceived by students?

C. The objective of the study

1. The use of smartphone in online group discussion.
2. To describe what extend the use of smartphone improve writing skill as perceived by students

D. Limitation of the research.

Based on the problems and objectives of this study, the limitations of the research lead to the subjects studied themselves, namely teachers and classes using online group discussionas. Then, students' creative abilities in writing skills and seeing for themselves the use of smartphones in learning, as well as online group discussions whether to influencing learning and outcomes as well as creativity in writing, especially in the current Covid-19 emergency response. The limitations of this study also refer to the duration of the use of wa in class hours that occur on

school days and according to lessons as usual. Usually the hours of lessons that occur are around 1 hour and 45 minutes. in writing skills The skill proficiency level below gives an indication of the skills proficiency you should aim for as a minimum. In this study, writing skills are included in writing skill level 1 as follows:

1. Write a simple text with acceptable arguments
2. The writing process is the key (the formulation gets a lot of attention)
3. Oriented to the essay
4. The source is not disclosed systematically because it is a story of experiences in the past which is a fairly light text writing material
5. The link between reading, self-management and writing: learning how to produce well-structured work

in this case the use of whatsapp is used 2 times in 1 week when the lesson takes place. because it is in a covid condition, learning must continue and the study schedule using WhatsApp is adjusted to the usual class schedule.

E. Significance of the research

a. For Teacher

It is important that is directed at the teacher, and on the use of a smartphone for online group discussion. In this writing aspects is very useful and helps teacher in the teaching process and develops material for teaching and so on. In addition teacher are also expected to continue to motivate the student for improve their writing skill in learning even though in online group discussion and teachers also use methods that are appropriate in the aspects of writing. Especially in the covid-19 period who applied during school.

b. Future Researcher

This research can provide references or new knowledge that we can use in writing, because the researcher will later become an educator. So we can know that, this research is really important and needed to increase the references in the future which this research aims to improving writing skill.

F. Definition of the key terms

1. Online group discussion.

In this research, a discussion for english class that happens every week for 2 Discussions for the English class are held every week for 2 meetings with a time of one hour and 45 minutes and this online discussion group is used as a means of discussion for students to discuss together during English class. Online group discussion group is a learning system and discussion about a problem based on a website.anything that can be taken as a learning medium and suggestion about something especially on online group discussion learning where there is a gap between studens and the teacher.[4] The online learning method is one of the innovations resulting from educational technology. This is because the method is able to accommodate the limitations of distance, time and place for discussion in learning forums so that it continues to run effectively.

Especially since the outbreak of Covid-19 in Indonesia occurred and the corona virus spread, the learning system in Indonesia has changed to a during school. because of this, online group discussions have become one of the things that have

[4] Yuberti, *"Online group discussion pada mata kuliah* teknologi *pembelajaran fisika"*2015, Hal.148.

been implemented in schools, so that learning continues. This is also implemented in MAN 1 Rejang Lebong.

2. Smartphone

In this research, a smartphone is an android or a tool used in English classes to discuss writing a text, in this case the teacher and students choose a WhatsApp feature or application as a tool when learning online. The use of smartphone includes several things, namely: first, the process of using smartphone in discussion, the second is, Benefit of using smartphone and the last is using smartphone in evaluating sdudents. Currently, gadgets such as mobile phones are getting easier to reach so that the number of users is increasing. In this case, matters relating to smartphones cannot be separated from the features that support them. One of them is the WhatsApp feature. In the case of Corona, the WhatsApp feature is one of the features or applications that is often used as a discussion forum for students during school, as was the case for students at MAN 1 Rejang Lebong.

3. Writing skills

In this research, writing skill is a class of writing where the teacher and the student conduct a discussion together on how to write good and correct text in a structured way. Writing is one type of productive written language skills. means it can be concluded that writing can be said to be the most complicated language skills among other types of language skills.Writing is not just copying words and sentences, but also develops and expresses thoughts in writing with an organized structure. there are several aspects in writing when students want to write a text, namely: the contents, organizing, vocabulary, grammar (The use of written language

rules) and the last is mechanics. In addition to aspects of writing, writing skills also have a purpose. Each writing has several objectives, which include conveying information from texts that are made by following several rules or aspects of writing skills so that in writing skills the information and intentions of writing are conveyed. so that's what students of MAN 1 Rejang Lebong do when learning about text writing material.

G. Organization thesis

This thesis will be organized into : chapter I is introduction, this chapter consists of background of the research, research question, and focus of the reaserch. Purpose of the research , significate the research and organization of thesis. Chapter II is literature riview : this chapter consists of efectivenes use mobile phone in online group discussion to improving writing skilng , start from definition of mobile phone, definition writing and another. Chapter III is research metodology. This chapter tells about methodology of the research it is including kind of research, subject of research, research instrumen, data collection technique and data analysis technique. Chapter IV deals with findings and discussion. This chapter would answer and discuss the research question.Chapter V is conclusion. This chapter Showed Conclusion of whole study.

CHAPTER II
REVIEW OF RELATED THEORIES.

1.Review of Related Theories.

A. Writing Skill

"Writing is one of the four language skills and many believe that it is the most complex one compared to the three other skills, i.e, listening, speaking, and reading. In English as a foreign/second language EFL/ESL context, the teaching of writing began along with the introduction of the Grammar Transla-tion Method GTM which signalled the beginning of the methodology of language teaching ."[5] As he said according to his theory, writing itself is indeed one of the four skills of language besides speaking, listening, and reading. writing is also one of the most important skills in language skills. one of the theories put forward by finocchiaro and brumfit namely: "Writing is one of the four language skills. As stated by Finocchiaro and Brumfit, "Writing must strengthen and help expand listening, speaking and reading skills". Writing as one of the four language skills is part of the syllabus in teaching English teaching."[6]

Writing is the person's ability to express ideas or thoughts to the other person with the writing media. According to tarigan, writing is "the proces of describing of language, so the message which is delivered by the author can be understood by the reader". Writing aims to express idea, feeling or message and also give information. In writing, students could not begin to learn how to write if they

[5] Widiati, U., & Cahyono, B. Y. (2016). The teaching of EFL writing in the Indonesian context: The state of the art. *Jurnal Ilmu Pendidikan*, *13*(3)

[6] Ningrum, Vita. "Improving Writing Skill in WRITING Recount Text Through Diary Writing." *e-Journal of ELTS (English Language Teaching Society)* 1.1 (2013).

did not already know their language. In this regard, the teacher provides hte student with various writing materials that can improve the students "writing skill. The teacher always gives understanding to the student how to write and focus to write.[7]

One theori from Meyers who defines: Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.[8]

Another theory from "Harmer" states that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organizations, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text.[9]

Meanwhile, in the opinion of "Henry Guntur Tarigan" argues that: Writing is lowering or depicting graphic symbols that describe a language that is understood by someone so that other people can read the symbols of the graph, if they understand the language and symbols of the graph earlier.

Gage and Berliner express the cognitive theory that learning shows that there is a very active soul, the soul processes the information we receive, not just storing it without transforming. According to this theory, children have an active, constructive, and able to plan things. Children are able to search, find, and use.

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[7] Harmer, J,How to teach writing england pearson education limited (2004).

[8] Ningrum, Vita, "English Language Teaching Society (ELTS)" e-Journal Vol. 1 No. 1 2013 – ISSN 2331-1841

[9] NINGRUM, Vita. Improving Writing Skill in WRITING Recount Text Through Diary Writing. *e-Journal of ELTS (English Language Teaching Society)*, 2013, 1.1.

knowledge gained. In the teaching-learning process children are able to identify, formulate problems, find and determine facts, analyze, interpret and draw conclusions.[10]

According to Grabe and Kaplan, in their book “Theory and practice of writing” explore the meaning of writing in terms of the rhetorical triangle in writing, and such triangle consists of the reader, the recipent of the final product of the writing : the writer, the orginator of the messages and the subject matter and text itself. both the writer and the reader have to consider all these aspects when writing, respectively, for each one plays a significabt role in the journey towards meaning.[11]

from the statement above, the researcher concludes that writing can support the other language skills. It means that writing is a complex domain to learn and to teach because it requires many skills. Before doing and making a good writing, the student need to gather much information by listening to other people, doing discussion with others, and reading more books. By writing, the students can deliver their messages to their readers.

writing is one type of productive written language skills. means it can be concluded that writing can be said to be the most complicated language skills among other types of language skills. because writing is not just copying words and sentences, but also develops and expresses thoughts in writing with an organized structure.

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[10] Oktaria, Dinari, N. F. N. Andayani, and Kundharu Saddhono. *"Penguasaan Kalimat Efektif sebagai Kunci Peningkatan Keterampilan Menulis Eksposisi."* Metalingua: Jurnal Penelitian Bahasa 15.2 (2018): 165-177.

[11] Coe Norma and Robinrycroff, *“Writing skill a problem solving approach”,* (Cambridge University Press, 1983). P, 4.

a.) Aspects in writing

The following are the aspects of writing an essay as follows:

1) The contents / substance of the essay

The content or substance written in an essay is obtained by an idea or ideas. The idea that the writer wants to convey through his writing is called the topic, or it could also be said that content is the essence of writing and the ideas depicted on writing. This element is related to the author's knowledge in writing including substance, thesis sentence development and relevance in dsiplaying topics.

2) Organizing/form writing

Organizing writing is a clear organization, sentences can be arranged in a 2 coherent manner. So the results of the essay can be understood by the reader, or it can be said arrangement or organization in writing that shows the overal preparation of the writing structure that is appropriate for the the type of written.[12]

3) Vocabulary

In this writing students can use vocabulary appropriately. Students can express their ideas or ideas by choosing the right words in accordance with the topic of the essay that has been determined. If there is still an error in the selection. vocabulary meaning in writing will become blurred and difficult to understand its contents by the reader.

4.) The use of written language rules (grammar or language use)

In aspects of writing must also pay attention to the correct written language rules. can clarify the purpose of the contents of the writing set forth.

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[12] Wigati, FA. 2015. *"Kesulitan Pada Asek-Aspek Writing Mahasiswa Journal Unsika*". Journal.unsika.ac.id/ index.php/solusi/article/viewFile/57/57. 03 Mei 2017

5) Mechanics

Consideration in writing applications such as punctuation and spelling or Paying attention to the use of spelling and reading in writing is very important because it can clarify the purpose of the contents of the written writings.[13] From these aspects become the focus of reasercher to see the to see the relationship of several aspects above in improving writing skill that occur in online group discussin. In this study also will be ssen which aspects are the most dominant in writing skill.

b.) Purpose of writing

Writing Purpose Each writing has several objectives which among others can aim to inform an information, entertain, convince and express feelings or emotions. Other classifications of the purpose of writing are carried out by as follows:

1) The purpose of the assignment (assignment purpose)

   Writing activities carried out because it was assigned to write something, not their own volition. For example, students are tasked with writing a secretarial book report making meetings.

2) Altruistic purpose (altruitic purpose)

   The author aims to please the reader, avoid the position of the reader, wants to help the reader understand, appreciate his feelings and reasoning, wants to make the reader's life easier and more enjoyable with his work.

3) Persuasive purpose (persuasive purpose)

   Writing aims to convince readers of the truth of the ideas expressed.

[13] umar Bakri. 2009.Keterampilan Berbahasa.

4) The purpose of information (informational purpose)

This paper aims to provide information or information / information to the reader.

5) The purpose of self-expression (self expressive purpose) reader.

self-expression is one of the most highly-regarded and venerated values in Western civilization due to the near-deification of "the individual" in our society. Not only is self-expression a vital practice of Western culture, it is also baked into the very roots of psychology.

6)Creative goals

This goal is closely related to self-statements. But the creative desire here is more self-expressed, involving itself with the desire to achieve norms, artistic, or ideal art, ideal art. This paper aims to achieve artistic values, artistic values.

7) The purpose of solving problems (problem solving purpose)

In writing like this the writer wants to solve the problem at hand. The author wants to explain, clear and explore and examine carefully his own thoughts and ideas so that they can be understood and accepted by readers.[14]

c.) Stages in writing

a. A Prewriting (prewriting) At the prewriting stage, learners carry out activities as follows:

Choosing a topic determining the purpose of writing, identifying thoughts related to the topic and planning to organize it, choosing the form of writing appropriate based on the reader and the goals that have been determined.

[14] umar Bakri. 2009. *"Keterampilan Berbahasa"*

b. Drafting of writing (drafting)

Activities carried out by students at this stage are pouring ideas, thoughts, and feelings into rough draft, and emphasizing the content rather than the writing.

c. Revising Some of the activities in the revision stage, namely:

Adding information, sharpening the formulation, changing the order of thoughts, removing irrelevant information, combining thoughts, etc.

d.Editing (editing) The editing stage includes the following matters:

Reading the entire writing, correcting inaccurate word choices, correcting typos, improving numbering techniques, and improve spelling and punctuation.

e. Publishing (publishing) The publication stage is the last stage in writing. At this stage, learners:

Publish their writing through various possibilities, for example sending to publishers, magazine editors, and so on, sharing posts produced with other readers. An educator who realizes the importance of writing as a tool to learn to understand it.writing helps students connect their thoughts and communicate with others. About thatIn essence, researchers realize that the most important part of knowing students' writing abilities comes from their product, which is their writing. It can be assumed that if students have good ones writing skills, their writing will also be good and vice versa. Therefore, the teacher must be like that can assess student writing in the right way[15]

[15] Harmer, Jeremy. (2004). *How to Teach Writing*. Harlow: Longman.

B. Smartphone

The development of information and communication technology has been so fast that unwittingly it has affected every aspect of human life. Today's product technology has become a daily necessity in carrying out life activities. Internet use is no longer a strange or new thing, especially in cities. Big cities have even become the most important media in marketing media. Even technological advancements such as television, smartphones, laptops, even the internet have not only hit people who live in urban areas but can be enjoyed by people in remote areas remote villages. The use of the internet, especially smartphones in Indonesia continues to increase from year to year.[16]

Smartphone is a phone that has the ability like a computer, usually has a large screen and the operating system is able to run the purpose of general applications states that smartphones are phones that unite leading capabilities; This is a form of capability of a Wireless Mobile Device WMD that can function like a computer by offering features such as personal digital assistant PDA, internet access, email, and Global Positioning System GPS. Smartphone also has other functions such as a camera , video, MP3 players, just like a normal telephone. In other words, smartphone can be categorized as a mini-computer that has many functions and users can use it anytime, anywhere.[17] In this case as for matter relating to smartphones that can not be separated from the features that support it. As for some features that facilities discussion are :

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[16] Reinders, Hayo. (2010). "*Twenty Ideas for Using Mobile Phones in the Language Classroom"*. English Teaching Forum. United Kingdom.

[17] Backer, Elisa. 2010."*Using Smartphoneand Facebook in A Major Assessment: The Student Experience*". E-Journal. Australia: University of Ballarat.

1. Sevima edlink

This features is an application that helps students and teacher in learning and disscusion activities.Sharing information, subject matter, and giving assignmnet is easier only through the grip.

2.Google classroom

Google classroom is a mixed learning porch aimed at every scope of education intended to find a way out of difficulties in makeing, sharing and classifying each paperless assignment.

3. Telegram

Telegram is the best application of all, fast, lightweight, no ads and absolutely free. This application is very similar to whatsApp.

4. WhatsApp

WhatsApp is an instant messaging application for smartphones, when viewed from its function whatsapp is almost the same as the messaging application that you normally use on older mobiles phones.

Besides the above application there are still many other features and another applications. In this study the aplication chosen is whatsapp. Why whatsapp? Because as we all know whatsapp application is a very friendly application, because the application is easy to use and very suitable as a forum for discussion.like whatsapp application was chosen by teacher at MAN 1 Curup who applied during school by using the whatsapp application as a place for learning to occur during the covid-19 period. Benefits of smartphones as a learning medium Besides being useful

for making and receiving phone calls, smartphones generally also have the benefit of sending and receiving short messages short message service, SMS.[18]

From this we can understand that a smartphone is a very suitable tool to be used as a tool / source of learning, from the point of view of the cost of a smartphone it can be said to be very affordable for students, and judging by the availability of goods, almost all students are smart phone users. from the point of viewability, smartphones are equipped with office programs such as powerpoints, exel, world, and Pdf. And from the ability to manipulate smartphones.

according to Barker "The impact of wireless technology, portability, collaboration and motivation" : Barker revealed that cell phone technology in education has an impact, namely portability, where students can access information, or learn practically, wherever and whenever. Secondly, Collaboration smartphone will enable students to form virtual groups, so that they can exchange information, and collaborate. Third, Motivation. The use of smartphones in learning can increase students' willingness to learn. They took the initiative to use smartphones as learning resources[19]

C. Online group discussion

Online group discussion group is a leraning system and discussion about a problem based on a website.anything that can be taken as a learning medium and suggestion about something especially on online group discussion learning where there is a gap between studens and the teacher.[20] The use of the internet can be a

[18] Dekinus Kagoya, "*Dampak Penggunaan Handphone pada Masyarakat*",Acta Diurna, (Vol. IV,No. 4, 2015), hlm. 6

[19] Barker, dkk.Op.cit, hlm.2

[20] Yuberti, *"Online group discussion pada mata kuliah teknologi pembelajaran fisika"*2015, Hal.148.

great potential in the development of online learning systems that allow students to access information flexibly without time and place restrictions. Discussions no longer occur face-to-face, but can continue even in a virtual environment. Like the application of other virtual learning methods. The implementation of the online discussion itself basically adopts the face-to-face discussion learning method but is carried out online.

There are some techniques in online group discussions when this happens, such as the steps taken for the sake of an effective discussion. the first, namely when in online group discussions the teacher plays the main role in leading the discussion group because the teacher has a fairly important role. The second is, teacher prepares the implementation of learning in online group discussions. before starting the discussion in a structured manner and to make it more effective, it is very important to prepare material and prepare assignments that will be given later. so that later it goes well and in accordance with the allotted time. Third, Presentation of Topics or material provided by the teacher to students. After all students are ready, the online group discussion will begin by providing material and explaining specific topics. Fourth, giving assignments or exercises when finished giving the material. The last is correcting the results of the writing together. after correcting together, a conclusion will be drawn.

Online learning method is one of many innovation that has resulted from education technology. Because, method it is able to accommodate limited distance, time and place to learn. As the foundation the epistemology of educational technology themselves that learning can be done anytime and anywhere and by

anyone.especially since the covid-19 has spread in indonesia, online group discussion have been implemented in school, So learning continues. This is also applied at MAN 1 Rejang Lebong.

Online group discussions are developing. Although many are independent study programs with some contact with instructors and other students, this discussion is also delivered in a group. This study examines the nature of student participation in the effectiveness and activeness of their discussions in a group. So this study examines how the use of smartphones in online group discussion by student of MAN 1 curup to improve writing skill.

D. WhatsApp

WhatsApp is an instant messaging application for smartphones, when viewed from its function whatsapp is almost the same as the messaging application that you normally use on older mobiles phones.WhatsApp social media or commonly abbreviated as whatsapphas become a popular meansof community today.[21] The use of the WhatsApp application as an online learning medium for students. WhatsApp as a learning medium to support online learning activities. take advantage of various available features such as pjoto, video, document, and video call features. Then in the implementation of using the WhatsApp application as a learning medium there are several obstacles, namely signal interference, full cellphone memory, and difficulty understanding the material.[22]

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[21] Rachmaniar, *"Study Deskriptif tentang loyalitas peserta group whatsapp"* Departemen of Sociology, Faculty of Social and Political Science, Universitas Padjadjaran,december 2017.

[22] Sischa Okvireslian, *"Pemanfaatan Aplikasi Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Kepada Peserta Didik Paket B Uptd Spnf Skb Kota Cimahi"* 2021.

Whatsapp social media is currently widely used by various groups, especially students. Media WhatsApp has several advantages. As for some of the advantages of WhatsApp media, namely the use of easy, practical, fast, saving internet data, and can be accessed only with mobile phones, has various features that can be used to communicate.[23] Used as a place for teacher discussion with students and students with their friends in solving problems, for example the teacher sends a number of questions must be solved according to the material that has been given, discuss. Using WhatsApp will make it easier to convey information more precisely and effectively. So WhatsApp can provide effectiveness in communicating, interacting, easily and quickly, especially in conveying information.

Based on observations of the average person who has whatsapp and has a whatsapp group. Based on these facts, the authors are interested in researching the use of online group discussions using the whatsapp feature to improve writing skills at language class MAN 1 Curup. In this study the aplication chosen is whatsapp. Why whatsapp? Because as we all know whatsapp application is a very friendly application, because the application is easy to use and very suitable as a forum for discussion.like whatsapp application was chosen by teacher at MAN 1 Curup who applied during school by using the whatsapp application as a place for learning to occur during the covid-19 period. Benefits of smartphones as a learning medium Besides being useful for making and receiving phone calls, smartphones generally also have the benefit of sending and receiving short messages (short message service, SMS).

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[23] Sischa Okvireslian, *"Pemanfaatan Aplikasi Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Kepada Peserta Didik Paket B Uptd Spnf Skb Kota Cimahi"* 2021.(ibid 132)

2.Review of Previous Research

Many reasearcher have examined the use of the smartphones in teaching and learning english, such as research from Dijey Pratiwi Barakati with the title *" The Impact Using Smartphone in learning english(Student Perception)"* This research entitled " The Impact Using Smartphone in learning english(Student Perception)" The objectives of this research are to identify and analyze the impacts of using smartphone in learning English based on Baker's 2005 theory. The impacts are portability, colaboration and motivation.

The researcher uses qualitative approach in order to find out students' perception about the impacts of using smartphone in learning English. The social situation in this research is the 4th semester students at the Faculty of Letters. The researcher took 25 students who use smartphone as samples of this research. The instruments of this researh are questionnaires and open-ended question[24].

The results of this research show that there are some impacts of using *smartphone* in learning English according to students' perception. They are portability, collaboratsupportion, motivation and according to students' perception *smartphone* can increase their ability in learning English. These results support Barker *et al.,* theory about the impact of using mobile phone in learning English. But there are negative impacts from portability, the students as stated *smartphone* can be a tool for cheating, and it tends to make students to do things instantly and can be addicted to it.

[24] *Dampak Penggunaan Smartphone Dalam Pembelajaran Bahasa Inggris (Persepsi siswa).*

The second reseacher is Idawati Pandia with the title *"The using of smartphones in supporting Student learning achievement in smpn kubung Of solok district at west sumatera"* This research is to determine finding the role of smartphone in supporting student's academic achievement. Methodology in this research used dominant desain model and less dominant model in simple quantitative descriptive by survey method supported with Focus Group Discussion FGD. FGD is conducted to 8 respondents with good academic achievement from total 52 respondents. The location of this research conducted in SMPN I Kubung Kabupaten Solok West Sumatera.Theory used in this research is SOR Theory. Data analysis from this research is done by single table description to describe the uses of smartphone in supporting student's academic achievement.[25]

Finding in this research is the respondents agreed that by using service from smartphone is able to improve student's grade. For students who use smartphone are more intelligent and have more knowledge. From FGD conducted to 8 respondents found that there are some students get ranking up, ranking up and down and some students get ranking down.

The third researcher is Orachron Kitcharkarn with the title *"Peer Feedback Through Blogs: An Effective Tool for improving Students Writing Abilities"* The advancement of computer technology and expansion of the Internet has an increasing impact on writing instruction. The modes of peer feedback have shifted from traditional peer feedback to online peer feedback. This study investigated the effects of peer feedback activity through blogs on students' writing ability and examined

[25] *The using of smartphones in supporting Student learning achievement in smpn kubung of solok District at West Sumatra.-Ij Fitriyah.*

their attitudes towards peer feedback activity. The research was conducted using a single group pretest-posttest design. Blog, the website, was used as a medium for peer feedback activity. Participants were 34 second-year students who studied EN 013 course (English for Expressing Ideas) in the first semester of the academic year 2012 at Bangkok University. Two writings tests and a questionnaire were used as instruments for data collection to acquire information. [26]

The results revealed that students' writing scores on the pretest and posttest were significantly different. It can be concluded that peer feedback activity through blogs had a significant role to play in improving students' writing skill. The students also expressed positive attitudes towards the value of peer feedback activity.

Of all the research related to my research, because I did research on the use of smartphones to improve writing skills. My focus is on online group discussions to improve writing skills. So that researchers want to know this. Comparison of the three studies above with my research entitled "Using smartphones in online group discussions to improve writing skills (Studies in the language class of MAN 1 Curup)" which can be seen from the first study we can see that from the title, the researcher collected data from the use of smartphone in English learning by students or The results of this study indicate that there are several impacts of smartphone use in learning English.. So , the students as stated *smartphone* can be a tool for cheating, and it tends to make students to do things instantly and can be addicted to it. So this study aims to look at the use of the smartphone itself in student perception. while my

[26] "Peer Feedback Through Blogs: An Effective Tool for improving Students Writing Abilities"- Turkish Online Journal of Distance Education.

research on the use of smartphones itself in discussion groups to improve writing skills.

On the second thesis with the title *the using of smartphones in supporting Student learning achievement in smpn kubung Of solok district at west sumatera".*At the point of same with the firs thesis about the use of smarphone to improve the achievement student and the last thesis about improve writing skill. because beside my focus in online group discussion, the use of smartphone the important focus on my research is writing skill, how the writing skill can be improve with the use of smartphone in online group discussion.

The third thesis explained that the use of blog can be improve writing skill. This is related to how the writing skill itself can be improve by online website. This research is also still closely related to writing skills, but not using a smartphone but through a blog. Result of research related with my research with the different things but the similar to improve writing skills. and the focus is on improving writing skills.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of Research

This research was mixed-methods research design. A mixed methods research is the combination between qualitative and quantitative approach to collect and analyze data.[27] The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative and qualitative methods.[28] It means mixed methods research is a design that combines the two types of research that researchers use.

Qualitative approach to answer the first research question by interview for students and teachers by used interview guide which consists of several question. Then researchers use a quantitative approach to answer them research question number two by filling out a questionnaire by students. Then, the researcher presents this research based on real data found in the field without additions or assumptions of the researcher and presents it in the form of an explanation of descriptive methods and the specific type of this research is a case study.

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[27] Jhon W. Creswell, Research Design Qualitative, Quantitative, and Mixed Methods Approaches (Third Edition, (Los Angeles, London, New Delhi,, Singapore: SAGE Publications, Inc, 2009), p. 203

[28] L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, Educational Research: Competencies For Analysis and Application (Tenths Edition), (Boston: Pearson Education, 2012), p. 483

B. Subject of The Research

The subjects of this study were students at MAN 1 Curup Rejang Lebong who were conducted in 1 class at language class. In this study, researchers also used the interview method where it was carried out on students but not only that, interviews were also conducted by the English teacher concerned. the researcher also used a questioner method aimed at students. So the researcher took or focused only on the language class because according to the researcher the class was the right object because it was related to this research. Researchers will prepare several questions for interviews with students. Therefore, the researcher also chose to collect data with their English teacher there, especially the extent to which smartphone use itself is used in online group discussions for text writing materials.

1. Students and Teacher (Qualitatif)

In this study, the research subjects for the qualitative method were 25 students of MAN 1 Curup Rejang Lebong. In this study the researchers used the interview method which was conducted on students. but not only that, the interview was also conducted by 1 English teacher concerned.

2. Students (Quantitative)

This study uses a mix method, researchers also use a questionnaire addressed to students. So the researcher took 15 students in the language class. These 15 people were selected based on their scores or scores from the highest, middle and lowest. because they want to see the reactions or perceptions of each category of students who get different scores. Therefore, the researcher also chose to collect data with a questionnaire or questionnaire

on students in order to see the use of the smartphone itself in online discussion groups to improve writing skills based on students' reactions.

C. Technique of Collecting Data

1. Interview

Interview is a list that consists of several questions to obtain the information and data from the object of the research. The interview including a list of topics, themes, or areas which are covered in interview. Interview that used in this research is semi structured interview. Moreover, Gay further explains that semi-structured interview is to take advantages of strengths of interviews.[29] Interview has purposes to know about opinion, feeling, emotion and the other things which is related to a person a group. It means that interview helps the researcher to know what the research subject thinks about the research. So in this study, researchers conducted direct interviews with language class students at MAN 01 Curup Rejang Lebong. The way the researcher collects data is by using an approach with interview guidelines by making a framework and outline of the points that are formulated.

2. Questionner

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.[30] Esterberg stated that the questionnaire was refer to quantitative method. It is refers to device for securing answers to

[29] 2 L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, Educational Research: Competencies For Analysis and Application (Tenths Edition), (Boston: Pearson Education, 2012), p. 387

[30] Cohen, Lois et al, Research Methode in Education, (USA: Taylor and Francis e-Library)

questions by using a form which the respondent fills in by himself.[31] Its consists of some questions printed or typed in a definite order. These formed are actually mailed to the respondent who was expected to read and understand the question and reply to them by writing the relevant answers in spaces provided. n this study, the questionnaire for the second research question. Researchers distributed questionnaires to research subjects who had determined in this study were language class students at MAN 1 Rejang Lebong. Respondents only need put a check mark (√) for the selected answer in that column.

D.Research Instrument

1. Interview

In this study the interview started from the issues covered in the interview guide. An interview guide is not a timetable as in quantitative research. The question sequence is not the same for each participant, it depends on the interview process and the answers of each individual.[32] So, the purpose of the question or interview guide will be to guide researchers to see participants' perceptions of using smartphones themselves in discussion groups to improve writing skills in the tenth grade language of MAN Curup. After that, not only the students but the English teacher concerned were subjected to the next interview after the students. Before the researcher conducts the interview, the researcher must make questions about this research. After that, the researcher interviewed the students and teachers. When researchers need more information. Before the researcher did

[31] Kartini Kartono, Pengantar Metodologi Riset Sosial, p.200

[32] Imami Nur Rachmawati *"Pengumpulan Data Dalam Penelitian Kualitatif : Wawancara"* Jurnal Keperawatan Indonesia, Volume 11, No.1, Maret 2007; hal 35-40

interview, the researcher must make a question around this research in the paper. After that, the researcher interviewed the teacher. When the researcher needed more information, the researcher made a new question around this research.

Table 3.2
Interview Guidance

No	Object	Indicators	Question
1.	writing skill	Students' writing activities carried out in an online group discussion.	1. What writing activities do you participate in online discussion groups on learning English? example: writing a text like a recount and other text? 2. How do you discuss the results of your writing through online group discussions? 3. Can discussing discussion in an online group discussion improve your writing skills?
		Writing Skill Improvement through online group discussion.	4. How do you improve your writing skills through online group discussion?
2.	Smartphone	Using smartphone in learning writing	5. How is the use of smartphone in online group discussion? 6. Do you have difficulties or barriers to learning writing via smartphone?
		The effectiveness of using smartphone in learning writing.	7. Do you think using the the smartphone itself is effective for learning writing in online group discussions? 8. Do you think discussing text writing lessons using a smartphone in online group discussions is an effective way to learn to write?
		Using the smartphone in online group discussion	9.Can learning via smartphone through online group discussion affect your increasing skills in writing?

		can improve the writing skill	
3.	Online Group Discussion	Learning writing in online group discussion	10. What do you think about the online group discussion that is used as an activity in your study? 11. Does online group discussion make it easier for you to discuss something like your writing? 12. Can online group discussion be an effective means of learning? particularly discuss writing skills? 13. Does the role of online group discussion itself have an effect in increasing your skills in writing?
4.	WhatsApp Application	WhatsApp Usage	14. Why is WhatsApp used as an application that you use for online discussions? 15. What are the advantages of WhatsApp in your opinion over other online group discussion applications? 16. Do the interesting features and applications that are very easy to access become reasons for using WhatsApp?

Table 3.3
Blueprint of Interview Teacher

No	Object	Indicators	Question
1.	writing skill	Tutors provide learning activities for students in writing activities in online group discussion	1.What writing activities do students do in online group discussion? such as: discussing recount text or other text according to the material 2. Do you have any problems in teaching English text writing in an online group Discussion.
2.	Smartphone usage	A Smartphone as a tool in learning writing	3. Does using a smartphone make it easier for you to teach English text writing online? 4. Are there any difficulties in teaching English text writing using a smartphone?
		The effectiveness of using a smartphone in learning writing.	5. Do you think teaching using a smartphone is effective for learning English text writing?
3.	Online Group Discussion	Online discussion groups as a tool in learning writing	6. After you explain the material and give assignments, do you invite students to a discussion in online group discussion? 7. Is the discussion through online groups effective to improve their skills in writing text according to the material that has been given?
4.	WhatsApp Application	WhatsApp Usage in learning writing	8. Why was the WhatsApp application chosen as a means of online discussion in learning writing? 9. Does the use of WhatsApp application make it easier for you to teach writing?

			Why? 10. In your opinion, what are the advantages of the WhatsApp application so that the application is used in your teaching writing, and what are the advantages over other applications?

2. Questionnaire

Questionnaire is a data collection tool that contains several questions that must be answered by respondents. Questionnaires are used to collect factual data. Use more questionnaires efficient when viewed in terms of time, cost and can include large respondents.[33] The questionnaire was used to obtain data directly in the form of answers that have been provided by researcher or answering themselves about the efforts of teacher in improve students low achievement that they have been in the learning process.

In this research, researcher used a closed questionnaire, it means that answers from respondents were limited to the choice of yes or no. The researcher designed the questionnaire based on indicators on the main theories. The questionnaire was designed based on the theory given or the research variable from the theory to find out the indicators and from the researcher make questions. In the distribution process, a questionnaire was given to respondents in the form of a file-based questionnaire. Respondents just need to give a check (√) for the selected answer (yes or no) in the column. And the construction of the questionnaire is as follows:

[33] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2013), p. 198

Table 3.4
Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion Group In Writing A Text Lesson

No	Object	Indicators	Statements	Give a check (√)	
				Yes	No
1.	In Writing skill	Students Writing activies	1. Before the lesson begins, text writing material is one of the preferred text materials.		
			2. write the text in accordance with the aspects or rules that have been determined.		
			3.Writing text is one way to improve writing skills.		
2.	Smartphone	The use of a smartphone to learn to write text	4.Smartphones make it easier for me to study online.		
			5.There are many features or material references from the internet that are available on smartphones that make it easy		
		The Effetiveness of using smartphone in writing.	6.Smartphones are quite effective when used during school		
			7.Using a smartphone in online group discussion is and effective way to learn to write		
			8. I find it difficult to learn to use a smartphone when studying online.		
3.	Online Group Discussion	Learning writing in Online Group Discussion	9. Through online discussion groups, it has made me more confident in expressing opinions when studying		

			10.Online Group Discussion make it easies for you to discuss something like your writing skill.		
			11. online group diskusi have an effect increasing your writing skill		
			12. I find it difficult to learn to write in online discussion groups		
4.	Whatsapp Applications	Whatsapp Usage	13. it is very easy to access the WhatsApp application when studying online		
			14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions		
			15. I feel that it is optimal to study and discuss using the WhatsApp application		

E. Enhancing Validity and Reliability

Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured.[34] To examine construct validity, it used judgment from expert, and then analyze the item with count the correlation between item score of instrument and the total score of instrument.[35] Enhanching validity and reliability of the data and reducing bias, the researcher used more than one data collection by comparing the result of interview and questionnaire. Then the findings was discussed with advisor to re-check in reach

[34] Sugiyono ,"Metode penelitian kuantitatif dan kualitatif dan R7D",(Alfabeta,Bandung 2008) p135

[35] Ibid., p138

the credibility. Triangulation can work with any subject, in any sitting, and at any level. It improves the quality of the data that are collected and the accuracy of the researcher's interpretations. It can occur naturally, even in informal conversation.[36]

In other words, research bias can be minimized if the researcher spends enough time in the field and employ multiple data collection strategies to corroborate the findings as Bahir states that many researchers agreed that triangulation is typically a strategy for improving the validity and reliability of research of evaluation of findings.[37] In conclusion, the researcher accept all the notes and suggestions from the validator to improve the quality of the data that are collected and the accuracy of the researcher's interpretations. It can occur naturally, even in informal conversation.

1. Validity and Reliability of Qualitative

   In this study the validator was an English lecturer at IAIN Curup to obtain comments and input. in a qualitative method using a mixed interview There are four points stated in the validation form: Conformity objectives, number of question items, suitability of indicators. with questions consisting of 16 questions for students and 10 questions for teachers.

2. Validity and Reliability of Quantitative

   In this study, the English lecturer at IAIN Curup also became the validator to get comments and input. in the quantitative method using a questionnaire. There are 15 questions in the questionnaire with the answer options "yes" or "no". the language used in the questionnaire items, and the

[36] Fjack R. Fraenkel, Norman E. Wallen, *"How to design and evaluteResearch In Education"*p.510
[37] Muhammad Bahir, Reliability and Validity of Qualitative and Operational Research Paradigm, (Pakistan), p. 41

appropriateness of the questionnaire accuracy. After that, to get construct validity, the researcher gave questionnaire to 15 students as respondents. After trials, research using Ms. Excel to analyze the data to measure valid or not and then the questionnaire is valid.

Based on the results of the validation that have been checked, there are some notes and suggestions given by the validator and it becomes a material Enhanching validity and reliability of the data and reducing bias, the researcher used more than one data collection by comparing the result of interview and questionnaire. Then the findings was discussed with advisor to re-check in reach the credibility. Triangulation can work with any subject, in any sitting, and at any level. It improves the quality of the data that are collected and the accuracy of the researcher's interpretations. It can occur naturally, even in informal conversation.

F.Technique of Data Analysis

After the data were collected from the techniques for collecting data including interview and questionnaire. The researcher continued to analyze the data. According L.R Gay and Peter Airasian about Education Research, there are some steps in analyzing the data.[38]

1. **Qualitative Data**

a.Data Managing

This step can be used to organize the data from interview. The researcher divided the data based on the research question. The purpose of managing the first

[38] L.R Gay and Peter Airasian, Education Research, (USA : Clarinda Company, 2000), p. 224

is to organize the data and check it for completeness and the second is to start the researcher on the process of analyzing and interprenting the data.

b. Reading

After managing the data, the researcher reads the interview data. The researcher reads all the data to get a general picture of the data that has been obtained, so the researcher can find out how to manage it well.

c. Data Classifying

Classifying data is done after reading the data of interview about using smartphone in online group discussion to improve writing skill. In this research, the researcher started to classify each of data into several categories based on research question.

d.Description

After classifying the data, the researcher began to describe data. An interview based description that gives a true picture of the setting and the events that took place in it. Thus, the researcher has an understanding of the context in which the study takes place. This study wanted to find out how the use of smartphones itself in online group discussions and the extent to which students' efforts were to improve their writing skills.

e.Interpreting

Data interpreting continues after the data collection, analysis and interpretive stage of a study. Interpreting is also a part of process of writing the result of study. Interpreting is the reflective, integrative and explanatory aspects of dealing with studies data.

2. Quantitative Data

After getting data from interviews with students and English teachers about the use of smartphones in a discussion group in text writing lessons, data will be collected with student responses in tabulations, and find out the percentage of teacher efforts using percentage techniques. In the distribution process, questionnaires were given to respondents in the form of file-based questionnaires. After the questionnaire was filled out and returned to the researcher. Percentage (%) is the result of collecting data from student responses. To find out the percentage, the researcher used the percentage formula.

The frequency is divided by the total number of students, and then multiplied by 100%. The percentage of each statement is calculated using the formula. The formula was describe as follow[39] :

$$\text{Result} = \frac{Total\ of\ each\ item}{\sum number\ of\ the\ students} x100\%$$

The result of data from questionnaire, it shows the percentage and then the category divide 2 category, there are :

A. >50% - 100% = Positive Response, meaning that students agree with statements in the questionnaire based on several indicators that have been listed in each item.

B. <50% = Negative Response, this shows students disagree with the statements in the questionnaire.

[39] Iskani Kasim, Pengukuran Skala Guttman Secara Tradisional, (Medan: Universitas Sumatra Utara, 2015), p. 1

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the Research

This chapter presents research findings and discussion of the effectiveness of using smartphones in online discussion groups in text writing lessons and to describe the benefits of smartphones and online groups themselves in improving students' writing skills where these findings are taken from the results of interviews and mixed-type questions for the questionnaire.

1. The Use Of Smartphone In Online Group Discussion

Researchers used interviews to identify the used of the smartphone itself in an online discussion group when studying text writing material. The research subjects here were language class students and English teachers from the Rejang Lebong MAN 1 School. After conducting interviews, researchers got answers from students and teachers. Then, the data from the interviews were analyzed to find out accurate results and then explanations and conclusions were given. From the interview, the researcher tries to answer the research question **"How is the use of smartphones in online discussion groups."** the point is that the question emphasizes several aspects, namely: regarding the use of the smartphone itself and how the online group itself works during the online school period.

From the results of interviews with students and teachers, the data is presented as follows:

a. The Process of Using Smartphone in Discussiom.

1. Explaining material to students in the form of writing texts based on stories in the past and will be analyzed in terms of the correctness of writing, vocabulary and verbs according to past events

2.Teacher gives examples of texts and how to write texts in accordance with existing rules and aspects to be discussed together.

3.Using a smartphone there are many advantages that occur. learning method to write text that is easy, interesting and new, because it uses an application on a smartphone.

4. Provide a clear explanation of the related material about writing.

b.The Benefit of Using the Smartphone .

1. advantages of using smartphones Allows students to use the dictionary application in their respective smartphones.
2. Give clear instructions for the task. can be through material photos, videos, links and more.
3. material and assignments with examples that are easy for students to do.

c.The Using of Smartphone in Evaluating students.

1.Checking and correcting mistakes made by students.

2.Giving extra points as a reward.

3.Provide opportunities for students to ask questions about what they don't understand.

B. Discussion of the Research

from the results of interviews researchers get a lot of findings from students' answers. where their answers give positive results. as is known and will be described through the table below:

Table 4.1
"The Use Of Smartphones By Students In Online Group Discussions"

No	Object	Indicators	Answer
1.	writing skill	Students writing activities carried out in an online group discussion.	- students submit their writings through the whatsapp platform and practice online in the group. - Discussion in online form is quite influential on the way of writing because of the curiosity of students, especially in knowing new vocabulary.
		Writing Skill Improvement through online group discussion.	-The way students improve writing skills through online group discussions is to listen mindfully and follow the flow of activities during discussions. On the other hand, it can add insight to students. - students also get references from various media, for example seeing the many sources of reading, namely "books" that can improve writing skills while carrying out discussions in online groups
2.	Smartphone	Using smartphone in learning writing	- Smartphones are in fact very helpful for students to stay productive in learning according to the current theme, namely writing text even through online discussion groups or WhatsApp. - students also found some difficulties and obstacles in learning in online discussion groups. such as an unstable internet

		The effectiveness of using smartphone in learning writing. Using the smartphone in online group discussion can improve the writing skill	network which makes ongoing learning or discussions not going well and a little disturbed - According to the students discussing material about writing a text in the form of an online discussion group, it can be very effective for learning to write because it uses an application that is easily accessible and can indirectly correct the results of writing. - Through smartphones online group discussions affect the improvement of writing skills because in addition to using easy applications, students can also get other references through social media .
3.	Online Group Discussion	Learning writing in online group discussion	- Students feel the positive impact of online group discussions used in their learning, especially easy access to other things they want to know or can help them when they are writing. -According to students, online group discussions make it easier for them to discuss their writings. in addition to the whatsapp application which is easy to access. The online discussion group also helps reduce the nervousness of the students when explaining or presenting their writings because it can be typed or voicenote without face to face. - Online group discussion certainly has its pluses and minuses but it can be said that the learning process is quite effective. especially in text writing lessons. For example, when there is confusion, students can search for vocabulary or other problems in writing a text. Students can search through other references on the internet and can discuss them again in groups according to students' opinions. - The role of online group discussion itself is quite influential in improving writing skills because by discussing students it is

			more confident or easier to convey their ideas which sometimes in offline classes are not often explained.
4.	WhatsApp Application	WhatsApp Usage	-WhatsApp became the application of choice because of its very easy operation for students. Although it looks simple, the features used make it easier for students to learn. - The advantages of WhatsApp compared to other online group discussion applications because WhatsApp is the simplest application among other applications. making it easy and effective for students.

Based on the table above, the researchers found answers from questions about The Use Of Smartphones By Students In Online Group Discussions to improve writing skills which include: students' efforts to learn in the form of online discussions, looking at improving writing skills through online group discussions, using smartphones in learning to write text, seeing the effectiveness of using smartphones in learning to write and the usability of the WhatsApp application itself. From the efforts made by researchers, it was found in student interviews, researchers also found activities or processes of learning to write that were taught by teachers to students in teaching English.

Researchers used interviews to identify how to use smartphones in an online group discussion discussing a text to improve students' writing skills. Here, the research subjects are students of a language class and 1 English teacher from MAN 1 Rejang Lebong School. After conducting the interview, the researcher get answers from student and teacher interviews. Then, the data from the interviews were analyzed to find out accurate results and then explanations and conclusions given.

From the interview, the researcher tried to answer the research by using: The question **“How is the use of smartphone in online group discussion?”** it focuses on several aspects, namely: the benefits of using the smartphone itself, discussions in the form of online groups, the learning process and evaluation. From the results of interviews with students and teachers, the data obtained that Some of the things that have been done by students in online group discussions are as follows:

1. **Discussion of each indicator from the results of the interview.**

a.) Result of Interview Student

As described by the researcher in the table above with the object being writing skills, regarding the first indicator "Student writing activities are carried out in online group discussions" choosing to use the whatsapp application and forming a discussion group with learning material about writing text. and almost all students who hacv3e been interviewed by the researcher answered the same thing as one student named Regian **answered points 1 and 2** to the question in the interview table:

"I discuss learning materials for writing texts with friends, we can share our thoughts or ideas. through the whatsapp group. because the features are interesting sometimes we don't just type but can send voicenotes, group video calls to discuss each other" so at the point in the first indicator the use of online discussion groups runs quite effectively for students because the application or feature used is very easy for all students to use.

The second is still on the same object with the indicator "Improving Writing Skills through online group discussions" in **questions number 3 and 4** which are interconnected. In the second question, they want to know whether discussing in online groups can improve writing skills and in question number 3 the researcher

wants to find out how students improve their writing skills through group discussions. From these questions, almost every student's answer is the same, such as the answer of one student to question number three (dio said):

"yes, because there are more references to writing other than the text being studied" Then, **statement number 4**: *"The way I improve my writing skills is by asking a friend to correct the results of my writing, such as correcting sentence structure, the effectiveness of a sentence, the use of standard words in writing neatness and others"*

so what and how the online discussion group took place. students think that the improvement in writing skills is quite influential for them.

The third indicator is "Using a smartphone in learning to write" with the object being a smartphone. In this section, of course, the researcher wants to see how useful it is and see if there are obstacles or difficulties in learning to use the smartphone itself. There are 2 questions in this section. from answers to 25 students almost all of them have almost the same opinion. On the fourth question regarding the use of smartphones, such as the answer from one of the students to **question number 5**, Frinda answered:

"Using smartphones is certainly very helpful for us students, which is not possible to do offline or face-to-face learning because of the covid pandemic".

Different opinions but similar is the answer from lutfiyatun *: "using smartphones in online discussions via whatsapp is very helpful because it can be used anywhere and anytime"*

So the main point can be taken that the use of smartphones itself is very useful when learning in the form of online discussions using cellphones. because there are no formal hours like at school, students can use them or do the learning anywhere. then, for the sixth question all students' answers are the same. difficulty in discussing or learning in group online discussions only on internet signals that often experience interference and their learning process.

The fourth is still at the same point, namely with the smartphone object, the indicator in this section is "Effective use of smartphones in learning to write." has 2 questions, namely the effectiveness of the use of the smartphone itself in **question number 7 and question 8** regarding the effectiveness of learning to write the text. Question number 7 there is one answer that makes the researcher interested in the question (Do you think that using a smartphone itself is effective for learning to write in online group discussions?) one of the students answered :

"I think learning to write on a smartphone is less effective because writing or typing on a smartphone is very easy because if there are errors it can be easily erased without leaving a mark, if the writing is wrong, namely correct and incorrect, it makes me sometimes less careful in writing"

while there is a different opinion from one of the students by giving an answer:

"I think using a smartphone can be very effective for learning to write in online discussions because of its ease of access and also saving time and costs. But on the other hand many parties who underestimate online discussions so that learning through smartphones is less effective."

From the two answers, the researcher saw that using a smartphone itself has its pluses and minuses. Actually, learning to use a smartphone can be a very effective activity, but sometimes there are obstacles such as a lack of a strong sense of learning or underestimating learning because it is not face-to-face with the teacher. then for question number 8, if you wanted to see if the use of smartphones was effective in learning to write in this section, discussing text writing lessons using smartphones in online group discussions is an effective way to learn to write. for this 25 students answered almost the same thing

The fifth indicator is "Using smartphones in online group discussions can improve writing skills". in this case the researcher made 1 question which was placed

on **question number 9** about improving students writing skills with an answer from another student with his opinion:

"students about writing text via smartphones in online group discussions only slightly improve writing skills and are not more effective from non-electronic media". the answer from one of the other students : *"yes, because I get a lot of references from social media where there are other explanations from various tutors to correct the writing results. So I think it's effective"*

Of the 25 answers to question number 9, only a few people answered less effectively, some answered quite effectively and the rest answered effectively, as can be seen in examples of answers to questions number 7 and 8 which are still related to question number 9.

The sixth is the object of online group discussion with the first indicator: "Learning to write in online group discussions." In this section there are 4 questions, all questions are certainly interconnected, starting from **question number 10** (Can online group discussions be an effective learning tool? Especially discussing writing skills?) In this case, this group discussion is what the researcher wants to see, can it be said as a tool? effective learning, especially the material they learn is writing text. The researcher took another answer from the student regarding this (M.dio Albukhari) *:*

"I think it's good, because it is more helpful and makes me more daring to open my voice or express opinions in the discussion."

Then question number 11 (Does online group discussions make it easier for you to discuss something like your writing?) If question number 10 was about how online discussion groups are, question number 11 wants to see if online discussion

groups can make it easier for students to learn, especially learning to write text according to the material chapter they are doing. As one of the student answers :

"Yes, online group discussions make it easier for me to discuss something because of the online classroom factor using a smartphone so that it reduces nervousness when I want to express opinions, explain written results and others."

The answers of all students are the same in **question number 12**. They agree that this online discussion makes it easier for them to learn. Then move on to the next question, which is statement number 13 regarding (How does the role of online group discussion itself affect your writing skills?). Concurrently with questions starting from questions **number 10 to 12 which are interconnected**, question number 13 regarding (How does the role of online group discussion itself affect your writing skills?) of course it is clear and can be answered besides being effective and easier for students, this online discussion make students more confident in expressing their opinions who are usually silent during offline learning.

Then the seventh object is whatsapp and the indicator of this section is "whatsapp usability". There are 3 final questions in this section. the first is in **questions number 14 to 16** regarding (why was the whatsapp application chosen?, then what are the advantages of the application compared to other applications? and the last is whether it is because of its interesting features and easily accessible application that makes whatsapp the application of choice ?). Connected to the three questions, the researcher also took another sample from the students' answers to question number 14:

"About why WhatsApp was chosen to be used in online discussion groups because its use is very easy and accompanied by various sophisticated features,

which made me and the teacher choose this application. only that, the simple and minimalist design also influences why whatsapp makes the eyes fresher so they feel at home in online discussions within a certain period of time"

from the answer of one of the students is very interesting for researchers. because almost all answered the same thing. that they choose WhatsApp itself because it is inseparable from the ease of accessing it. but one of the students also added his answer or opinion regarding the design of the whatsapp application which is interesting, simple and minimalist which makes everyone feel at home discussing on whatsapp. it turns out that it is not only easy to access but some students also pay attention to the application from other things, namely the design which also makes people comfortable using it. then move on to question number 15 regarding (what are the advantages of the whatsapp application compared to others) :

"because in addition to easy access, this whatsapp application can be downloaded or installed from smartphones which can be said to be the cheapest to high quality. besides that whatsapp also has complete features such as: videocall, voicenote, voice call and can send pictures, documents, files and more"

From the answers above, it is clear that apart from being easy to access, the selection of the application is also based on the completeness of the features it has, where all of these features are very important or very supportive of the learning process. starting from being able to send files, pictures or photos of writings that have been made by each of them to be corrected each other and sending voice notes if something is not understood to make students understand better and from questions 14 and 15 answered also question 16 . because the application is easily accessible, features complete and can be used wherever you are like the answer of one student:

"That's right, whats'app display is very simple so that everyone understands how to use the features on WhatsApp" So it is very clear why the WhatsApp application is chosen by students and teachers.

b.) Result of Interview Teacher.

For Smartphone Use in online group discussions to improve writing skills. The researcher also observed from the teacher's side by interviewing teachers to obtain data.The researcher shows the data based on the teacher's opinion in using smartphones in online discussions in learning to write text. from the result, the researcher found data as explained below:

Table 4.2

(teacher) Rahmayuni Ahmiah, S.pd.I

No	**Question**	**Answer**
A.	1.) What writing activities do students do in online group discussion? such as: discussing recount text or other text according to the material? 2.) Do you have any problems in teaching English text writing in an online group discussion?	- Yes, I am currently doing online learning activities by conducting a discussion or learning according to the sub-subject, namely writing recount text. - In my opinion, the learning process is not too much of an obstacle when I teach through the online discussion group. the problem is sometimes just a small technical error for example an unstable network, that's all.
B.	3.) Does using a smartphone make it easier	- yes, quite easy. because teaching online

	for you to teach English text writing online?	using a smartphone is certainly very helpful in addition to being able to be used in any circumstances without being in a formal situation, for me it can also be used to find theoretical references or other examples of text to be studied and practiced by students to try writing text
	4.) Are there any difficulties in teaching English text writing using a smartphone?	- The difficulty is not too dominant. it's just that sometimes learning to use this smartphone makes me unable to see the performance of my students directly.
C.	5.) Do you think teaching using a smartphone is effective for learning English text writing?	- As for the effectiveness, it's not too much. In my opinion, teaching through this smartphone has its pluses and minuses. because I'm a person who prefers face-to-face learning because I can see firsthand the performance of my students when making texts based on their own hands, not just copying via the internet.
D.	6.) After you explain the material and give	- Yes, of course

	assignments, do you invite students to a discussion in online group discussion? 7.) Is the discussion through online groups effective to improve their skills in writing text according to the material that has been given?	- Yes quite effective
E.	8.) Why was the WhatsApp application chosen as a means of online discussion in learning writing? 9.) Does the use of WhatsApp application make it easier for you to teach writing? Why? 10.) In your opinion, what are the advantages of the WhatsApp application so that the application is used in your teaching writing, and what are the advantages over other applications?	- I think why the WhatsApp application was chosen because as everyone knows WhatsApp is the easiest application to be accessed by all people from young to adults. so that learning to write is not too difficult because it is helped by its complete features - Yes, of course. because it makes it easy because of its complete features and easy-to-access applications. - I think the advantages of WhatsApp are that it makes it easier because of its wide scope if you use a smartphone, especially me as a teacher, I can give examples or give other references that are not only found in books. because that way children will understand better if they get a lot of other examples such as tenses, vocabulary and mutual correction between students which in my opinion is more effective because students are more confident. The advantage over other applications is as I explained earlier.

B.) Result of Interview Teacher

From these results, the researcher found data as described below 4 objects and several indicators as described below:

1.Writng skill

In this case there are indicators, namely (Tutors provide learning activities to students in writing activities in online group discussions) where there are 2 questions, namely questions number 1 and 2 with the answers given by the teacher, the researcherxs also observed the answers that:

(Answer of question number 1)

"Yes, I am currently doing online learning activities by conducting a discussion or learning according to the sub-subject, namely writing recount text"
(Answer of question number 2) *"In my opinion, the learning process is not too much of an obstacle when I teach through the online discussion group. the problem is sometimes just a small technical error for example an unstable network, that's all."*

From the two answers, the teacher shows that in fact learning through smartphones by forming online discussion groups with writing text material does not have serious problems. Although the learning materials are discussing writing texts which are usually done face-to-face, the teacher does not find it difficult to teach in online group discussion.

2.Smartphone usage

In this case there are indicators, namely *(Smartphone as a tool in learning to write)* where there are 2 questions. With the answers given by the teacher, the researchers also observed the answers as follows:

(answer of question number 3) *"-yes, quite easy. because teaching online using a smartphone is certainly very helpful in addition to being able to be used in any circumstances without being in a formal situation, for me it can also be used to find theoretical references or other examples of text to be studied and practiced by students to try writing text."*

(Answer of question number 4) *"The difficulty is not too dominant. it's just that sometimes learning to use this smartphone makes me unable to see the performance of my students directly."*

so according to the answer above the teacher also feels helped by the presence of a smartphone, because the situation is not possible to carry out the learning process in the form of meetings or face to face so by forming an online discussion group can make learning continue according to the chapter of the text writing material that is being done. so it can be said that smartphones are the right tool during a pandemic to carry out learning activities as usual. The effectiveness of using a smartphone in learning writing. then still on the same object with the indicator *(The effectiveness of using a smartphone in learning writing.)* which consists of one **question number 5**. with the answer:

"As for the effectiveness, it's not too much. In my opinion, teaching through this smartphone has its pluses and minuses. because I'm a person who prefers face-to-face learning because I can see firsthand the performance of my students when making texts based on their own hands, not just copying via the internet."

With this statement, the effectiveness of using smartphones in teaching can be said to be influential in making it easier for teachers to teach in a pandemic. it's just that there are pluses and minuses in the online discussion group process that takes place.

3. Online group discussion.

In this case there are indicators, namely (Online discussion groups as a tool in learning writing) where there are 2 questions. With the answers given by the teacher, the researchers also observed the answers as follows :

(Answer of question number 6 and number 7) : *"Yes, of course" and "Yes quite effective".*

with the answers given by the teacher, it appears that the online discussion group is quite effective and helps teachers in teaching during the pandemic.

Regarding improving writing skills, according to the teacher, it is quite influential on students. because the advantages of online discussion groups make students more creative in giving ideas and getting other references from all sources on the internet, not only in books.

4.Whatsapp aplication

In this case there are indicators, namely (WhatsApp Usage in learning writing) where there are 3 questions. With the answers given by the teacher, the researchers also observed the answers as follows:

(Answer of question number 8) : *"I think why the WhatsApp application was chosen because as everyone knows WhatsApp is the easiest application to be accessed by all people from young to adults. so that learning to write is not too difficult because it is helped by its complete features"*

(Answer of question number 9) :*"Yes, of course. because it makes it easy because of its complete features and easy-to-access applications."*

(Answer of question number 10) :*"I think the advantages of WhatsApp are that it makes it easier because of its wide scope if you use a smartphone, especially me as a teacher, I can give examples or give other references that are not only found in books. because that way children will understand better if they get a lot of other examples such as tenses, vocabulary and mutual correction between students which in my opinion is more effective because students are more confident. The advantage over other applications is as I explained earlier."*

In the answers to numbers 8 to 10 regarding why WhatsApp was chosen and whether it is easy and the advantages with other applications have been clearly exposed by the answers given by the teacher. From these answers, the researcher saw that besides WhatsApp, it is an application for all circles, a simple application that is easy to use, has complete features and looks attractive. besides that, the advantages compared to other applications are because it is cost-effective for teachers and

especially for students in the era of the pandemic so that learning to write using the WhatsApp application and forming online discussion groups can work well.

2.To what extend the use of smartphone improve writing skill as percieved by Students.

In conducting the survey, the questionnaire consisted of 15 statements. There were 15 students who filled out the questionnaire completely. That the questionnaire consists of several indicators based on theory. The questionnaire has been carefully designed into a mixed-type format to reveal related data. To describe the extent to which smartphone use can improve writing skills according to students' perceptions.

In the distribution process, questionnaires were given to respondents in the form of file-based questionnaires. Very the questionnaire has been filled out and returned to the researcher. Percentage (%) is the result of collecting data from student responses. To find out the percentage, the researcher used the percentage formula. In this table, the researcher took the highest frequency to determine whether the student's response was positive or negative.

Table 4.4
Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion to Improving Writing Skill

No	Obejct	Students Response	Respondents (15 students)	Total	
1.	In writing skill	1. Before entering into writing material, writing text is one of the text materials that students like 2. Students learn to write text	15	100%	

		with several predetermined aspects or rules	13	86%	95,3%
		3. Students feel writing text is one way to improve writing skills.	15	100%	
2.	Smartphone	4.Students feel Smartphone makes it easier for students to study online.	14	94%	86,8%
		5.Students feel that there are many features or material references from the internet available on smartphones that make it easier for them to study	15	100%	
		6.Smartphones are quite effective when used during school	10	74%	
		7. Using a smartphone in online group discussion is and effective way to learn to write.	12	80%	
		8. I find it difficult to learn to use a smartphone when studying online.	13	86%	
3.	Online Group Discussion	9.T hrough online discussion groups, it has made me more confident in expressing opinions when studying	15	100%	
		10. Online Group Discussion make it easier for students to discuss something like your writing skill.	13	86 %	90%
		11. online group diskusi have an effect increasing your writing skill	12	80%	
		12. I find it difficult to learn to write in online discussion groups	14	94%	
4.	Whatsapp Application	13. it is very easy to access the WhatsApp application when studying online	13	86%	

		14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions.	15	100%	88,6%
		15. I feel that it is optimal to study and discuss using the WhatsApp application	12	80%	

The table above shows that students have a positive reaction or response to learning English based on the use of the smartphone itself using online discussion groups in text writing lessons. Then, the researcher will be divided into 4 parts based on the determined object, which can be seen below :

Table 4.5

Percentage of Student Responses or Reactions to Writing Skills Material

Object	Number of Statement	Yes	No	Score	Percentage
In Writing Skill	1	15	0	15	100%
	2	13	2	13	86%
	3	15	0	15	100%

From The Table Above, **Statements Number 1***(Before entering into writing material, writing text is one of the text materials that students like)* it was found that there are all of students shoose yes, so the percentage is 100%.Next, **statement number 2** *(Students learn to write text with several predetermined aspects or rules)* get score 13 with the percentage 86%, consists of 13 students choose yes and 2 student shoose no. Next satement number 3 *(Students feel writing text is one way to improve writing skills.)* get score 15 with the percentage 100%, because there are all of students choose yes.

Based on the explanation above, it can be concluded that most of students choose "yes" for student reactions after learning English based on the use of the

smartphone itself and using online discussion groups in learning text writing material. So, it can be called a **positive response**.

Table 4.6

Percentage Of Student Responses Or Reactions To Smartphone Use

Object	Number of Statement	Yes	No	Score	Percentage
Smartphone Use	4	14	1	14	94%
	5	15	0	15	100%
	6	10	5	10	74%
	7	12	3	12	80%
	8	13	2	13	86%

From The Table Above, **Statements Number 4** *(Students feel Smartphone makes it easier for students to study online)*.It was found that there are 14 students choose yes and 1 choose no, the percentage is 94%. Then **statement number *5*** *(There are many features or material references from the internet that are available on smartphones that make it easy).* It was found that there are all of students choose yes. So the percentage is 100%. Nest, **statement number 6** *(Smartphones are quite effective when used during school)*, Get a score of 10 with a percentage of 70%, consisting of 10 students choosing yes and 5 students choosing no. **Statement number 7** *(Using a smartphone in online group discussion is and effective way to learn to write)*, Get a score of 12 with a percentage of 80%, consisting of 12 students choosing yes and 3 students choosing no. Next, statement number 8 (I find it difficult to learn to use a smartphone when studying online), It was found that there are 13 students choose yes and 2 choose no, the percentage is 86%.

Based on the explanation above, it can be concluded that most of students choose "yes" for the use of the smartphone itself and its effectiveness in writing text

lessons in a discussion group. it's just that in the statement number 6, namely *"Smartphones are quite effective for use at school"* only 10 students choose yes. however, it can be seen from the percentage of students who voted yes that is still dominant. So, it can be called quite a **positive response.**

Table 4.7

Percentage Of Student Responses Or Reactions To Online Group Discussions

Object	Number of Statement	Yes	No	Score	Percentage
Online Group Discussion	9	15	0	15	100%
	10	13	2	13	86%
	11	12	3	12	80%
	12	14	1	14	94%

From the table above,**Statement number 9** *(Through online discussion groups, it has made me more confident in expressing opinions when studying)*, it was found that there are all of students shoose yes, so the percentage is 100%.Then, **statement number 10** *(Online Group Discussion make it easies for you to discuss something like your writing skill),* Get a score of 13 with a percentage of 86%, consisting of 13 students choosing yes and 2 students choosing no. **Statement number 11** *(online group diskusi have an effect increasing your writing skill),* get a score of 12 with a percentage 80%, consisting of 12 students choosing yes and 3 students choosing no. Next, **statement number 12** (I find it difficult to learn to write in online discussion groups), it was found that there are 14 students shoose yes and 1 student choose no the percentage is 94%.

Based on the explanation above, it can be concluded that most of students voted "yes" to Student Reactions After Learning English Based on the Use of the

Smartphone Itself Using Online Discussion Groups. So, it can be called a positive response.

Table 4.8

Student Reactions After Studying Online Using The Whatsapp Application

Object	Number of Statement	Yes	No	Score	Percentage
WhatsApp Application	13	13	2	13	86%
	14	15	0	15	100%
	15	12	3	12	80%

From The Table Above**, Statements Number 13** *(it is very easy to access the WhatsApp application when studying online),* Get a score of 13 with a percentage of 86%, consisting of 13 students choosing yes and 2 students choosing no. Next, **statement number 14** *(The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions),* it was found that there are all of students shoose yes, so the percentage is 100%. Then, **Statement *15*** *(I feel that it is optimal to study and discuss using the WhatsApp application),* Get a score of 12 with a percentage of 80%, consisting of 12 students choosing yes and 3 students choosing no.

Based on the explanation above, it can be concluded that most students chose "yes" for student reactions after learning English based on the use of the smartphone itself in online discussion groups when learning to write texts using the WhatsApp application. So, it can be called a positive response.

a. Student Responses or Reactions to Writing Skills Material

Based on the percentage of students' responses or reactions to the Writing Skills Material, it was well done, and showed a positive response from the questionnaire by students. In writing skills, students gave the highest percentage, namely 95.3%. In general, students enjoy learning material about writing texts. moreover, the writing is based on their respective experiences and work on the writing in the right direction based on the existing aspects.

b. Student Responses Or Reactions To Smartphone Use.

Then the percentage of student responses or reactions to smartphone use as found by analyzing the questionnaire. In percentage 86.8%, students feel that the use of the smartphone itself and its effectiveness in learning to write texts in discussion groups is quite effective, this shows a positive response.

c. Student Responses or Reactions To Online Group Discussions.

Based on the findings, the percentage of Student Responses or Reactions to Online Group Discussions totaled 90%. This shows that students feel that Online Group Discussions are very helpful for them in learning online. Besides that, joining an online discussion group makes students confident in expressing ideas. with the results of the total percentage that the use of online discussion groups has an effect on improving students' writing skills. therefore they give a positive response.

d. Student Reactions After Studying Online Using The Whatsapp Application

Student reactions after studying online using the Whatsapp application get a percentage of only 88.6%. some students feel less effective using whatsapp

when studying during. However, in this case students are still categorized as a positive response because the percentage is more than 50%

Based on the discussion above, it can be concluded that the reaction of students after learning English in learning materials for writing text based on the use of the smartphone itself using online discussions to improve writing skills has almost been implemented and received a positive response. However, there are several statements given by researchers that some students have not felt, such as statement number 6, namely the effectiveness of using the smartphone itself during during school. Some students think that the effectiveness in question is not too maximal, but only on smartphone use, not on their writing skills or other things.

Then, even so the four objects (writing activities, use of the smartphone itself, then how does the online discussion group work and why was the whatsapp feature selected) got a good percentage and it can be said that the use of smartphones in online discussion groups to strengthen writing skills according to their perception has been enough to get a positive response and feel that in this case their writing skills have improved.

CHAPTER V
CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion below as the last part of this research are taken. The conclusion below is the answer of research question, while the suggestion is intended to give information to the readers who are interested in doing further in this area.

A.Conclusion

Based on the result and discussion of this research, the researcher took some conclusions of using smartphone in online group discussion in online writing class. The results compared by interview and questionnaire gave the
same data :

1. There are several objects seen in the use of smartphones in online discussion groups on text writing materials carried out by students and teachers. the results of interviews with students and teachers are presented as follows:
    a. The process of using smartphones in discussion, starting from explaining the material to students then how the teacher gives examples of text and how to write according to existing rules. using easy and interesting methods, so that some of these items occur in the process of using smartphones in a discussion happened.
    b. Then, the second is the benefit of using the smartphone, in this case the use of smartphones is beneficial for students and teachers. because there are many features that can help or make it easier for them when in an online discussion.

c. Third, The Using of Smartphones in Evaluating students. Check and correct mistakes made by students. Then Give extra points as prizes and Give opportunities to students to ask questions about what they don't understand.

2. Then the researcher found that the students' responses were that all students had positive responses regarding the use of smartphones in online discussion groups to improve writing skills in reactions or responses from students. but only a few statements they did not choose. It can be said that this received a positive response. There are 4 points obtained from the results of the questionnaire:

    a.first, students' responses or reactions to writing skill material.

    b.then student responses to smartphone use.

    c.student responses to inline group discussions

    d.student reactions after studying online using the WhatsApp application

Based on the discussion above, it can be concluded that the reaction of students after learning English in learning materials for writing text based on the use of the smartphone itself using online discussions to improve writing skills has almost been implemented and received a positive response. Then, even so the four objects got a good percentage and it can be said that the use of smartphones in online discussion groups to strengthen writing skills according to their perception has been enough to get a positive response and feel that in this case their writing skills have improved.

.B. Suggestion

1. The Teacher

Teachers must be more innovative in learning English with all the efforts that occur in these online discussion groups, so that all students can improve them their writing skills in a way that is more interesting and not boring. then it's a good idea for the teacher to make the learning process more fun and make innovations so it's not monotonous but more material easy to understand. so in that case learning to write English text even during and using a smartphone will be far more effective.

2.The Students

Students must realize the effectiveness of learning using smartphones in online discussion groups by paying more attention to the teacher's explanations seriously because this is very important during the learning process so that they can really understand the material being studied.

3.The Next Researcher

For future researchers, the researcher suggests doing a research related to the use of smartpno edi online discussion groups to improve writing skills but in a different way.

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 271 /In.34/FT/PP.00.9/12/2019

Tentang

PENUNJUKKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Hadi Suhermanto, M.Pd** **19741113 199903 1 003**
2. **Henny Septia Utami, M.Pd** **2016098903**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Putri Sanda Monica**
N I M	:	**16551035**
JUDUL SKRIPSI	:	**The Effectiveness Using Smartphone in Online Group Discussionto Improving Writing Skill.**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada Tanggal 31 Desember 2019
Dekan,

Idaldi Nurmal

Tembusan : Disampaikan Yth ;
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing I	Paraf Mahasiswa
1		Chapter 1-3 - The Problem of phenomenon - Possibility, Significance - Thesis statement.		
2		revision 1-3 + Fix Bab 1-3. - kurang konsep di review previous theory.		
3		revisian bab 2-3 + Continue to ~~[illegible]~~ revisi penulisan revisi bab 3.		
4		revisian Chapter 3 - Fix bab 1-3 - Continue Penelitian		
5		Progres bab 4&5		
6				
7				

IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing II	Paraf Mahasiswa
1		bimbingan BAB 1&2 - hubungkan background ke (writing) - ubah research question - riview of related theories		
2		bimbingan / revisian bab 1&2. - tambah kan teori - Penggunaan huruf kapital dan Penggunaan kalimat Pasif.		
3		Revisi bab 1&2 - (subject of the research) <why that factor why that class quoyar bab 3 - Buat kadewar "wawancara.		
4		bimbingan bab 2&3 - lengkapi: teori, rubah review related theory - revisi kadar wawancara - "Smartphone (Catatan tertulis) Contoh"		
5		Fix chapter 1,2&3 - bab 3 Submit the instrument - Statement the instrument		
6		Progress to chapter 4 + revisian - (Penelitian.)		
7	31/	revisian bab 4+5		

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : PUTRI SANDA MONICA
NIM : 16551035
Fakultas : FTIK
Pembimbing I : HADI SUHERMANTO M.Pd
Pembimbing II : HENNY SEPTIA UTAMI, M.Pd
Judul Skripsi : Using Smartphone in online group discussion to Improving writing Skill

Catatan :

- Kartu konsultasi ini harap dibawah setiap konsultasi dengan Pembimbing **I** atau Pembimbing **II**.
- Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing **I** minimal 2 (dua) kali, dan konsultasi pembimbing **II** minimal 5 (5) kali dibuktikan

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : PUTRI SANDA MONICA
NIM : 16551035
Fakultas : FTIK
Pembimbing I : HADI SUHERMANTO M.Pd
Pembimbing II : HENNY SEPTIA UTAMI M.Pd
Judul Skripsi : using Smartphone in online group discussion to improving writing Skill

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I

Pembimbing II

Table 1

Blueprint of Interview Students

No	Object	Indicators	Question
1.	~~In~~ writing skill	Students' writing activities carried out in an online group discussion.	1. What writing activities do you participate in online discussion groups on learning English? example: writing a text like a recount and other text? ~~2. How do you discuss through online group discussion to discuss the results of your writing?~~ 2. How do you discuss the results of your writing through online group discussions?
		Writing Skill Improvement through online group discussion.	~~3. How do you improve your writing skills?~~ 3. Can ~~discussing~~ discussion in an online group ~~discussion~~ improve your writing skills? 4. How do you improve your writing skills through online group discussion?

2.	Smartphone	Using smartphone in learning writing	5. How is the use of smartphone in online group discussion? 6. Do you have difficulties or barriers to learn~~ing~~ writing via smartphone?
		The effectiveness of using smartphone in learning writing.	7. Do you think using the the smartphone itself is effective for learning writing in online group discussions? 8. Do you think discussing text writing lessons using a smartphone in online group discussions is an effective way to learn to write?
		~~Use~~ Using the smartphone in online group discussion can improve the writing skill	9.Can learning via smartphone through online group discussion affect your increasing skills in writing?
3.	Online Group Discussion	Learning writing in online group discussion	10. What do you think about the online group discussion that is used as an ~~object~~ activity in your study? 11. Does online group discussion make it easier for you to discuss something like your writing?

			12. Can online group discussion be an effective means of learning? particularly discuss writing skills? 13. Does the role of online group discussion itself have an effect in increasing your skills in writing?
4.	WhatsApp Application	WhatsApp Usage	14. Why is WhatsApp used as an application that you use for online discussions? 15. What are the advantages of WhatsApp in your opinion over other online group discussion applications? ~~16. Is it because the interesting features and applications that are categorized are very easy to access make WhatsApp the application?~~ 16. Do the interesting features and applications that are very easy to

			access become reasons for using WhatsApp?

Table 3.4

Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion Group In Writing A Text Lesson

No	Object	Indicators	Statements	Give a check (√)	
				Yes	No
1.	~~In~~ Writing skill	Students Writing activies	1.Before the lesson begins, text writing material is one of the preferred text materials.?		
			2.write the text in accordance with the aspects or rules that have been determined.		

			3. Writing text is one way to improve writing skills.		
2.	Smartphone ~~usage~~	The use of a smartphone to learn to write text	4. Smartphones make it easier for me to study online.		
			5. There are many features or material references from the internet that are available on smartphones that make it easy		
		The Effetiveness of using smartphone in writing.	6. Smartphones are quite effective when used during school		
			7.Using a smartphone in online group discussion is and effective way to ~~learning~~ to write		
			8. I find it difficult to ~~learning~~ learn to use a smartphone when studying online.		
3.	Online Group	Learning writing	9. Through online		

	Discussion	in Online Group Discussion	discussion groups, it has made me more confident in expressing opinions when studying		
			10.Online Group Discussion make it easies for you to discuss something like your writing skill.		
			11. online group diskusi have an effect increasing your writing skill		
			12. I find it difficult to learn to write in online discussion groups		
4.	Whatsapp Applications	Whatsapp ~~Usage~~	13. ~~it is~~ very easy to access the WhatsApp application when studying online		
			14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions		
			15. I feel that it is optimal to study and discuss using the		

			WhatsApp application	

Table.2

Blueprint of Interview Teacher

No	Object	Indicators	Question
1.	~~In~~ writing skill	Tutors provide learning activities for students in writing activities in online group discussion	1.What writing activities do students do in online group discussion? such as: discussing recount text or other text according to the material 2. Do you have any problems in teaching English text writing in an online group Discussion.
2.	Smartphone ~~usage~~ usage	A Smartphone as a tool in learning writing	3. Does using a smartphone make it easier for you to teach English text writing online? 4. Are there any difficulties in teaching English text writing using a smartphone?
		The effectiveness of using a smartphone in	5. Do you think teaching using a

		learning writing.	smartphone is effective for learning English text writing?
3.	Online Group Discussion	Online discussion groups as a tool in learning writing	6. After you explain the material and give assignments, do you invite students to a discussion in online group discussion? 7. Is the discussion through online groups effective to improve their skills in writing text according to the material that has been given?
4.	WhatsApp Application	WhatsApp Usage in learning writing	8. Why was the WhatsApp application chosen as a means of online discussion in learning writing?

			9. Does the use of WhatsApp application make it easier for you to teach writing? Why? 10. In your opinion, what are the advantages of the WhatsApp application so that the application is used in your teaching writing, and what are the advantages over other applications?

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. Please pay attention to the title of your second column, what does it mean?. Next, my sugeestion is to relate more your interview questions to the focus of your research, namely online group discussion, and writing skills.

Validator

Nastiti Handayani, M.Pd

The Result of interview Students.

No	Object	Indicators	Answer
1.	writing skill	Students writing activities carried out in an online group discussion.	- students submit their writings through the whatsapp platform and practice online in the group. - Discussion in online form is quite influential on the way of writing because of the curiosity of students, especially in knowing new vocabulary.
		Writing Skill Improvement through online group discussion.	-The way students improve writing skills through online group discussions is to listen mindfully and follow the flow of activities during discussions. On the other hand, it can add insight to students. - students also get references from various media, for example seeing the many sources of reading, namely "books" that can improve writing skills while carrying out discussions in online groups

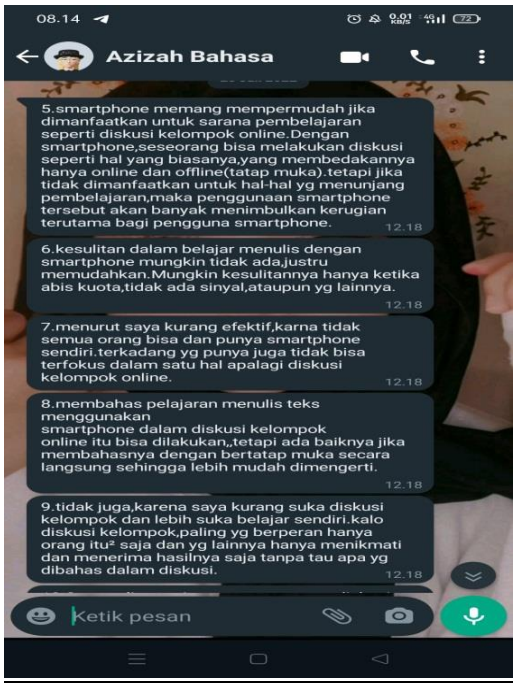
2.	Smartphone	Using smartphone in learning writing	- Smartphones are in fact very helpful for students to stay productive in learning according to the current theme, namely writing text even through online discussion groups or WhatsApp. - students also found some difficulties and obstacles in learning in online discussion groups. such as an unstable internet network which makes ongoing learning or discussions not going well and a little disturbed
		The effectiveness of using smartphone in learning writing.	- According to the students discussing material about writing a text in the form of an online discussion group, it can be very effective for learning to write because it uses an application that is easily accessible and can indirectly correct the results of writing.
		Using the smartphone in	- Through smartphones online group

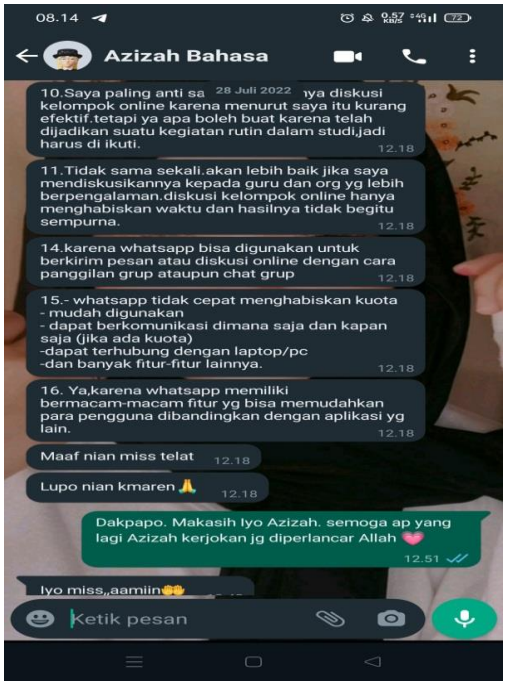
		online group discussion can improve the writing skill	discussions affect the improvement of writing skills because in addition to using easy applications, students can also get other references through social media .
3.	Online Group Discussion	Learning writing in online group discussion	- Students feel the positive impact of online group discussions used in their learning, especially easy access to other things they want to know or can help them when they are writing. -According to students, online group discussions make it easier for them to discuss their writings. in addition to the whatsapp application which is easy to access. The online discussion group also helps reduce the nervousness of the students when explaining or presenting their writings because it can be typed or voicenote without face to face. - Online group discussion certainly has its pluses and minuses but it can be said that the learning process is quite

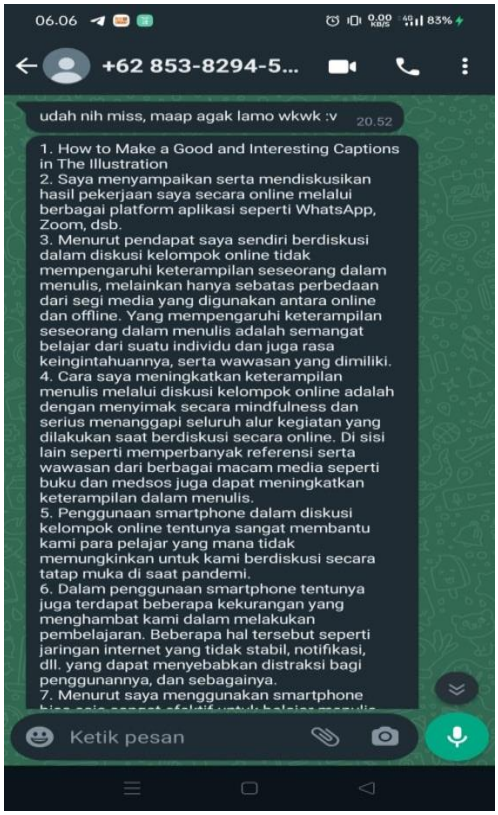
			effective. especially in text writing lessons. For example, when there is confusion, students can search for vocabulary or other problems in writing a text. Students can search through other references on the internet and can discuss them again in groups according to students' opinions. - The role of online group discussion itself is quite influential in improving writing skills because by discussing students it is more confident or easier to convey their ideas which sometimes in offline classes are not often explained.

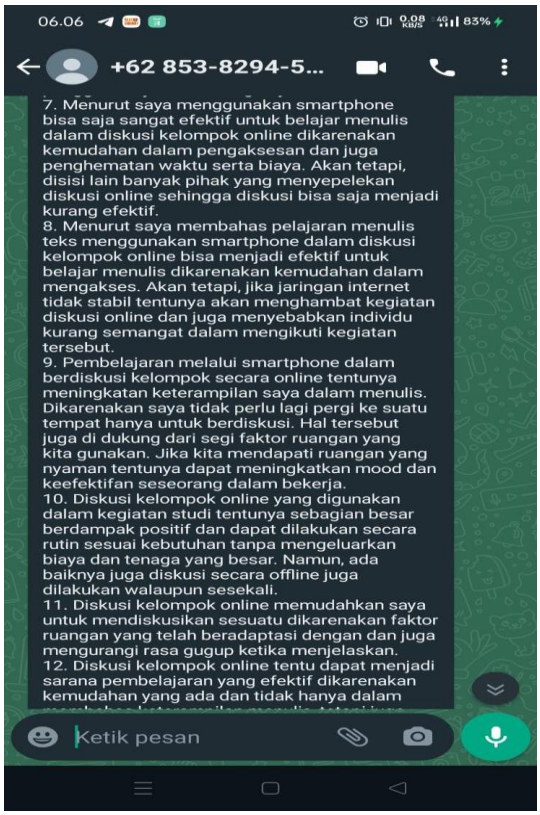
4.	WhatsApp Application	WhatsApp Usage	-WhatsApp became the application of choice because of its very easy operation for students. Although it looks simple, the features used make it easier for students to learn. - The advantages of WhatsApp compared to other online group discussion applications because WhatsApp is the simplest application among other applications. making it easy and effective for students.

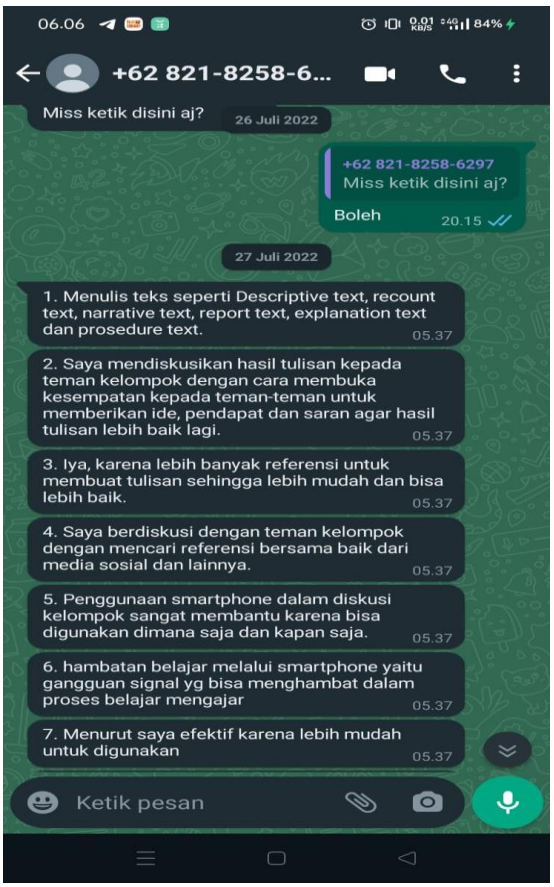
Document From the Answers of The Student's Interview







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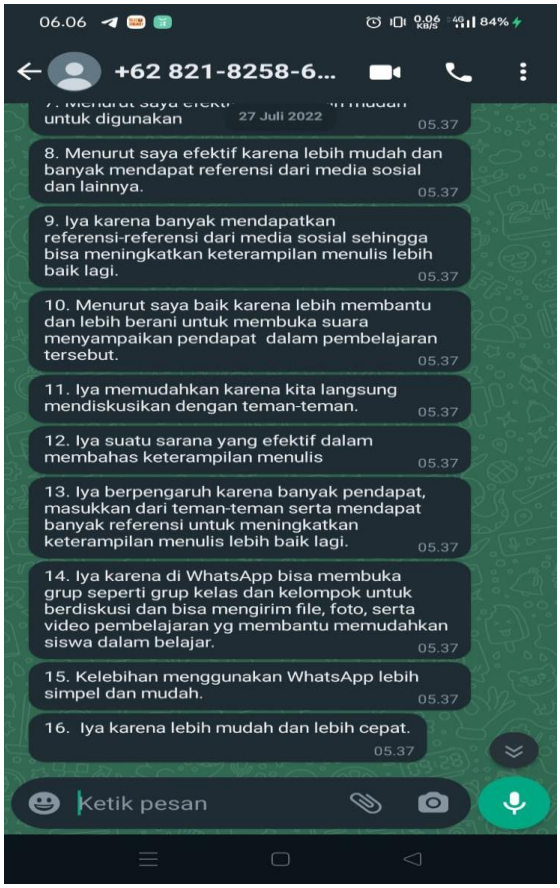
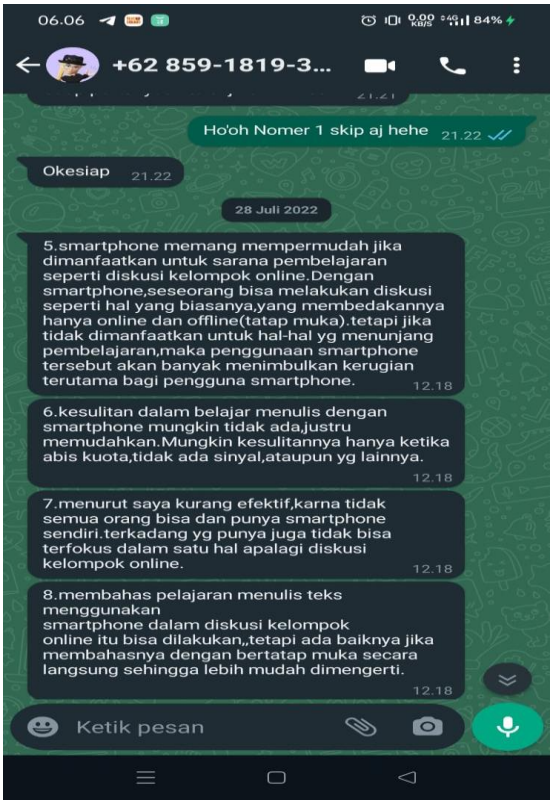
Miss ketik disini aj?
26 Juli 2022
+62 821-8258-6297
Miss ketik disini aj?
Boleh 20.15
27 Juli 2022
1. Menulis teks seperti Descriptive text, recount text, narrative text, report text, explanation text dan prosedure text. 05.37
2. Saya mendiskusikan hasil tulisan kepada teman kelompok dengan cara membuka kesempatan kepada teman-teman untuk memberikan ide, pendapat dan saran agar hasil tulisan lebih baik lagi. 05.37
3. Iya, karena lebih banyak referensi untuk membuat tulisan sehingga lebih mudah dan bisa lebih baik. 05.37
4. Saya berdiskusi dengan teman kelompok dengan mencari referensi bersama baik dari media sosial dan lainnya. 05.37
5. Penggunaan smartphone dalam diskusi kelompok sangat membantu karena bisa digunakan dimana saja dan kapan saja. 05.37
6. hambatan belajar melalui smartphone yaitu gangguan signal yg bisa menghambat dalam proses belajar mengajar 05.37
7. Menurut saya efektif karena lebih mudah untuk digunakan 05.37
Ketik pesan


06.06
+62 821-8258-6...
untuk digunakan 27 Juli 2022 05.37
8. Menurut saya efektif karena lebih mudah dan banyak mendapat referensi dari media sosial dan lainnya. 05.37
9. Iya karena banyak mendapatkan referensi-referensi dari media sosial sehingga bisa meningkatkan keterampilan menulis lebih baik lagi. 05.37
10. Menurut saya baik karena lebih membantu dan lebih berani untuk membuka suara menyampaikan pendapat dalam pembelajaran tersebut. 05.37
11. Iya memudahkan karena kita langsung mendiskusikan dengan teman-teman. 05.37
12. Iya suatu sarana yang efektif dalam membahas keterampilan menulis 05.37
13. Iya berpengaruh karena banyak pendapat, masukkan dari teman-teman serta mendapat banyak referensi untuk meningkatkan keterampilan menulis lebih baik lagi. 05.37
14. Iya karena di WhatsApp bisa membuka grup seperti grup kelas dan kelompok untuk berdiskusi dan bisa mengirim file, foto, serta video pembelajaran yg membantu memudahkan siswa dalam belajar. 05.37
15. Kelebihan menggunakan WhatsApp lebih simpel dan mudah. 05.37
16. Iya karena lebih mudah dan lebih cepat. 05.37
Ketik pesan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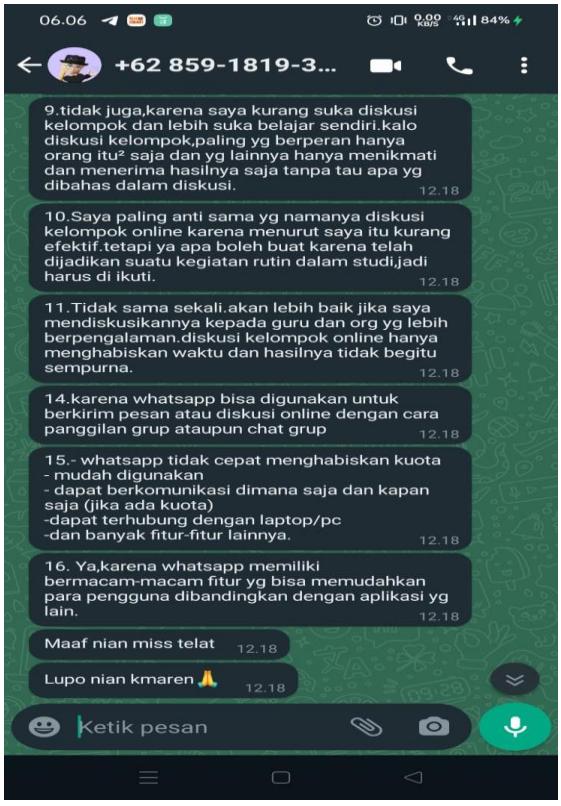
+62 859-1819-3...
Ho'oh Nomer 1 skip aj hehe 21.22
Okesiap 21.22
28 Juli 2022
5.smartphone memang mempermudah jika dimanfaatkan untuk sarana pembelajaran seperti diskusi kelompok online.Dengan smartphone,seseorang bisa melakukan diskusi seperti hal yang biasanya,yang membedakannya hanya online dan offline(tatap muka).tetapi jika tidak dimanfaatkan untuk hal-hal yg menunjang pembelajaran,maka penggunaan smartphone tersebut akan banyak menimbulkan kerugian terutama bagi pengguna smartphone. 12.18
6.kesulitan dalam belajar menulis dengan smartphone mungkin tidak ada,justru memudahkan.Mungkin kesulitannya hanya ketika abis kuota,tidak ada sinyal,ataupun yg lainnya. 12.18
7.menurut saya kurang efektif,karna tidak semua orang bisa dan punya smartphone sendiri.terkadang yg punya juga tidak bisa terfokus dalam satu hal apalagi diskusi kelompok online. 12.18
8.membahas pelajaran menulis teks menggunakan smartphone dalam diskusi kelompok online itu bisa dilakukan,,tetapi ada baiknya jika membahasnya dengan bertatap muka secara langsung sehingga lebih mudah dimengerti. 12.18
Ketik pesan


06.06
+62 859-1819-3...
9.tidak juga,karena saya kurang suka diskusi kelompok dan lebih suka belajar sendiri.kalo diskusi kelompok,paling yg berperan hanya orang itu² saja dan yg lainnya hanya menikmati dan menerima hasilnya saja tanpa tau apa yg dibahas dalam diskusi. 12.18
10.Saya paling anti sama yg namanya diskusi kelompok online karena menurut saya itu kurang efektif.tetapi ya apa boleh buat karena telah dijadikan suatu kegiatan rutin dalam studi,jadi harus di ikuti. 12.18
11.Tidak sama sekali,akan lebih baik jika saya mendiskusikannya kepada guru dan org yg lebih berpengalaman.diskusi kelompok online hanya menghabiskan waktu dan hasilnya tidak begitu sempurna. 12.18
14.karena whatsapp bisa digunakan untuk berkirim pesan atau diskusi online dengan cara panggilan grup ataupun chat grup 12.18
15.- whatsapp tidak cepat menghabiskan kuota
- mudah digunakan
- dapat berkomunikasi dimana saja dan kapan saja (jika ada kuota)
-dapat terhubung dengan laptop/pc
-dan banyak fitur-fitur lainnya. 12.18
16. Ya,karena whatsapp memiliki bermacam-macam fitur yg bisa memudahkan para pengguna dibandingkan dengan aplikasi yg lain. 12.18
Maaf nian miss telat 12.18
Lupo nian kmaren 🙏 12.18
Ketik pesan

“The Result of interview teacher”

(teacher) Rahmayuni Ahmiah, S.pd.I

No	Question	Answer
A.	1.) What writing activities do students do in online group discussion? such as: discussing recount text or other text according to the material? 2.) Do you have any problems in teaching English text writing in an online group discussion?	- Yes, I am currently doing online learning activities by conducting a discussion or learning according to the sub-subject, namely writing recount text. - In my opinion, the learning process is not too much of an obstacle when I teach through the online discussion group. the problem is sometimes just a small technical error for example an unstable network, that's all.
B.	3.) Does using a smartphone make it easier for you to teach English text writing online? 4.) Are there any difficulties in teaching	- yes, quite easy. because teaching online using a smartphone is certainly very helpful in addition to being able to be used in any circumstances without being in a formal situation, for me it can also be used to find theoretical references or other examples of text to be studied and practiced by students to try writing text - The difficulty is not too dominant. it's

	English text writing using a smartphone?	just that sometimes learning to use this smartphone makes me unable to see the performance of my students directly.
C.	5.) Do you think teaching using a smartphone is effective for learning English text writing?	- As for the effectiveness, it's not too much. In my opinion, teaching through this smartphone has its pluses and minuses. because I'm a person who prefers face-to-face learning because I can see firsthand the performance of my students when making texts based on their own hands, not just copying via the internet.
D.	6.) After you explain the material and give assignments, do you invite students to a discussion in online group discussion? 7.) Is the discussion through online groups effective to improve their skills in writing text according to the material that has been given?	- Yes, of course - Yes quite effective
E.	8.) Why was the WhatsApp application chosen as a means of online discussion in	- I think why the WhatsApp application was chosen because as everyone knows

	learning writing?	WhatsApp is the easiest application to be accessed by all people from young to adults. so that learning to write is not too difficult because it is helped by its complete features
	9.) Does the use of WhatsApp application make it easier for you to teach writing? Why?	- Yes, of course. because it makes it easy because of its complete features and easy-to-access applications.
	10.) In your opinion, what are the advantages of the WhatsApp application so that the application is used in your teaching writing, and what are the advantages over other applications?	- I think the advantages of WhatsApp are that it makes it easier because of its wide scope if you use a smartphone, especially me as a teacher, I can give examples or give other references that are not only found in books. because that way children will understand better if they get a lot of other examples such as tenses, vocabulary and mutual correction between students which in my opinion is more effective because students are more confident. The advantage over other applications is as I explained earlier.

Result of anwswer of the questioner

(1.Muhammad Faldy)

Table 3.4

Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion Group In Writing A Text Lesson

No	Object	Indicators	Statements	Give a check (√)	
				Yes	No
1.	In Writing skill	Students Writing activies	3. Before the lesson begins, text writing material is one of the preferred text materials.	√	
			4. write the text in accordance with the aspects or rules that have been determined.	√	
			3. Writing text is one way to improve writing skills.	√	
2.	Smartphone	The use of a smartphone to learn to write text	4. Smartphones make it easier for me to study online.	√	
			5. There are many features or material references from the internet that are available on smartphones that make it easy	√	
			6. Smartphones are quite	√	

			effective when used during school		
		The Effetiveness of using smartphone in writing.	7.Using a smartphone in online group discussion is and effective way to learn to write	√	
			8. I find it difficult to learn to use a smartphone when studying online.		√
3.	Online Group Discussion	Learning writing in Online Group Discussion	9. Through online discussion groups, it has made me more confident in expressing opinions when studying	√	
			10.Online Group Discussion make it easies for you to discuss something like your writing skill.	√	
			11. online group diskusi have an effect increasing your writing skill	√	
			12. I find it difficult to learn to write in online discussion groups		√

4.	Whatsapp Applications	Whatsapp Usage	13. it is very easy to access the WhatsApp application when studying online	√	
			14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions	√	
			15. I feel that it is optimal to study and discuss using the WhatsApp application	√	

2.Fega Tri Hardani (Bahasa)

Table 3.4

Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion Group In Writing A Text Lesson

No	Object	Indicators	Statements	Give a check (√)	
				Yes	No
1.	In Writing skill	Students Writing activies	1.Before the lesson begins, text writing material is one of the preferred text materials.	√	
			2.write the text in accordance with the aspects or rules that have been determined.	√	

			3. Writing text is one way to improve writing skills.	√	
2.	Smartphone	The use of a smartphone to learn to write text	4. Smartphones make it easier for me to study online.	√	
			5. There are many features or material references from the internet that are available on smartphones that make it easy	√	
		The Effetiveness of using smartphone in writing.	6. Smartphones are quite effective when used during school		√
			7.Using a smartphone in online group discussion is and effective way to learn to write	√	
			8. I find it difficult to learn to use a smartphone when studying online.		√
3.	Online Group Discussion	Learning writing in Online Group Discussion	9. Through online discussion groups, it has made me more confident in expressing opinions when studying	√	

			10.Online Group Discussion make it easies for you to discuss something like your writing skill.	√	
			11. online group diskusi have an effect increasing your writing skill 12. I find it difficult to learn to write in online discussion groups	√ √	
4.	Whatsapp Applications	Whatsapp Usage	13. it is very easy to access the WhatsApp application when studying online 14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions 15. I feel that it is optimal to study and discuss using the WhatsApp application	√ √ √	

3.Lutfiyatun Nisak (Bahasa)

Table 3.4

Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion Group In Writing A Text Lesson

No	Object	Indicators	Statements	Give a check (√)	
				Yes	No
1.	In Writing skill	Students Writing activies	1. Before the lesson begins, text writing material is one of the preferred text materials.	√	
			2. write the text in accordance with the aspects or rules that have been determined.	√	
			3. Writing text is one way to improve writing skills.	√	
2.	Smartphone	The use of a smartphone to learn to write text	4. Smartphones make it easier for me to study online.	√	
			5. There are many features or material references from the internet that are available on smartphones that make it easy	√	
			6. Smartphones are quite effective when used during		√

		The Effetiveness of using smartphone in writing.	school 7.Using a smartphone in online group discussion is and effective way to learn to write 8. I find it difficult to learn to use a smartphone when studying online.	√	√
3.	Online Group Discussion	Learning writing in Online Group Discussion	9. Through online discussion groups, it has made me more confident in expressing opinions when studying 10.Online Group Discussion make it easies for you to discuss something like your writing skill.	√ √	
			11. online group diskusi have an effect increasing your writing skill	√	
			12. I find it difficult to learn to write in online discussion groups		√

4.	Whatsapp Applications	Whatsapp Usage	13. it is very easy to access the WhatsApp application when studying online	√	
			14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions	√	
			15. I feel that it is optimal to study and discuss using the WhatsApp application	√	

4.Frinda Aprilia Maharani

Table 3.4

Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion Group In Writing A Text Lesson

No	Object	Indicators	Statements	Give a check (√)	
				Yes	No
1.	In Writing skill	Students Writing activies	1.Before the lesson begins, text writing material is one of the preferred text materials.	√	
			2.write the text in accordance with the aspects or rules that		

			have been determined.	√	
			3. Writing text is one way to improve writing skills.	√	
2.	Smartphone	The use of a smartphone to learn to write text	4. Smartphones make it easier for me to study online.	√	
			5. There are many features or material references from the internet that are available on smartphones that make it easy	√	
			6. Smartphones are quite effective when used during school		√
		The Effetiveness of using smartphone in writing.	7.Using a smartphone in online group discussion is and effective way to learn to write	√	
			8. I find it difficult to learn to use a smartphone when studying online.		√
3.	Online Group Discussion	Learning writing in Online Group Discussion	9. Through online discussion groups, it has made me more confident in expressing	√	

			opinions when studying 10.Online Group Discussion make it easies for you to discuss something like your writing skill.	√	
			11. online group diskusi have an effect increasing your writing skill 12. I find it difficult to learn to write in online discussion groups	√	√
4.	Whatsapp Applications	Whatsapp Usage	13. it is very easy to access the WhatsApp application when studying online 14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions 15. I feel that it is optimal to study and discuss using the WhatsApp application	√ √ √	

5.Revalina Albertin (Bahasa)

Table 3.4

Students' Reactions After Learning English Were Based On The Use Of The Smartphone Itself Using An Online Discussion Group In Writing A Text Lesson

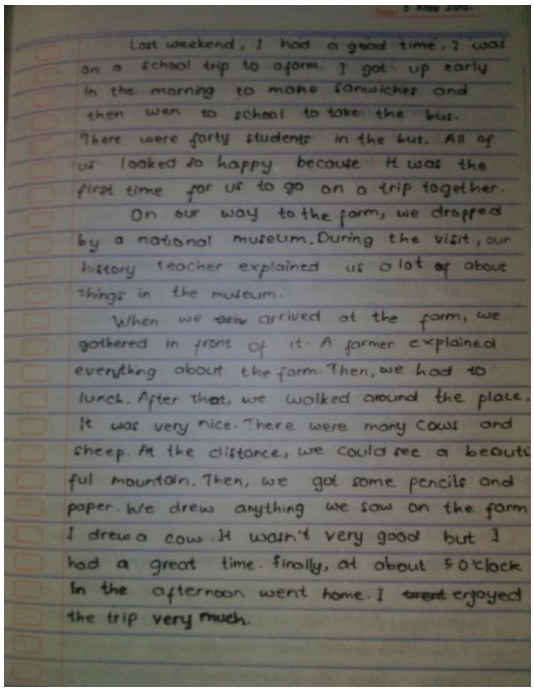
No	Object	Indicators	Statements	Give a check (√)	
				Yes	No
1.	In Writing skill	Students Writing activies	1.Before the lesson begins, text writing material is one of the preferred text materials.		√
			2.write the text in accordance with the aspects or rules that have been determined.	√	
			3. Writing text is one way to improve writing skills.	√	
2.	Smartphone	The use of a smartphone to learn to write text	4. Smartphones make it easier for me to study online.	√	
			5. There are many features or material references from the internet that are available on smartphones that make it easy	√	
			6. Smartphones are quite effective when used during school	√	

		The Effetiveness of using smartphone in writing.	7.Using a smartphone in online group discussion is and effective way to learn to write 8. I find it difficult to learn to use a smartphone when studying online.	√	√
3.	Online Group Discussion	Learning writing in Online Group Discussion	9. Through online discussion groups, it has made me more confident in expressing opinions when studying 10.Online Group Discussion make it easies for you to discuss something like your writing skill.	√ √	
			11. online group diskusi have an effect increasing your writing skill 12. I find it difficult to learn to write in online discussion groups	√	√
4.	Whatsapp Applications	Whatsapp Usage	13. it is very easy to access the WhatsApp application when	√	

			studying online 14. The advantages of easy access to the WhatsApp application have made this feature chosen as a place for online discussions 15. I feel that it is optimal to study and discuss using the WhatsApp application	√ √	

STUDENT WRITING RESULTS AFTER THE TEST

1.Regian agistan

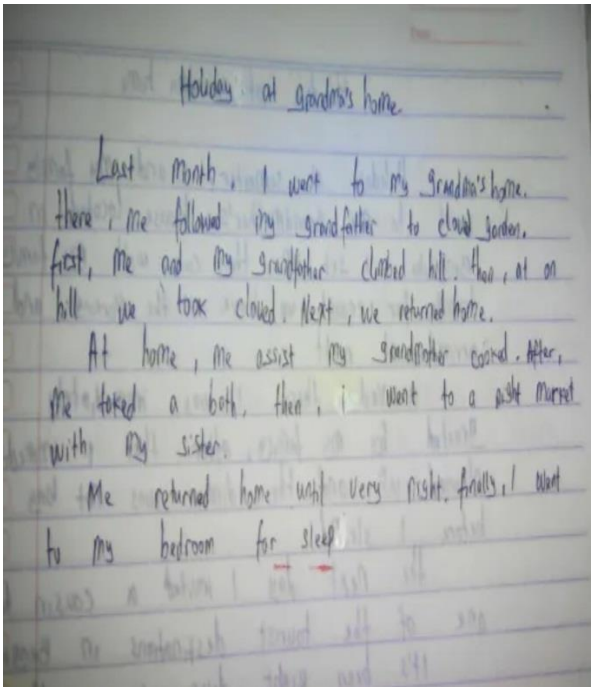


Last weekend, I had a good time. I was on a school trip to afarm. I got up early in the morning to make sanwiches and then wen to school to take the bus. There were forty students in the but. All of us looked so happy because it was the first time for us to go on a trip together.

On our way to the farm, we dropped by a national museum. During the visit, our history teacher explained us a lot of about things in the museum.

When we ~~were~~ arrived at the farm, we gathered in front of it. A farmer explained everything about the farm. Then, we had to lunch. After that, we walked around the place. It was very nice. There were many cows and sheep. At the distance, we could see a beauti ful mountain. Then, we got some pencils and paper. We drew anything we saw on the farm. I drew a cow. It wasn't very good but I had a great time. finally, at about 5 o'clock in the afternoon went home. I ~~went~~ enjoyed the trip very much.

2.Revalina Albertin



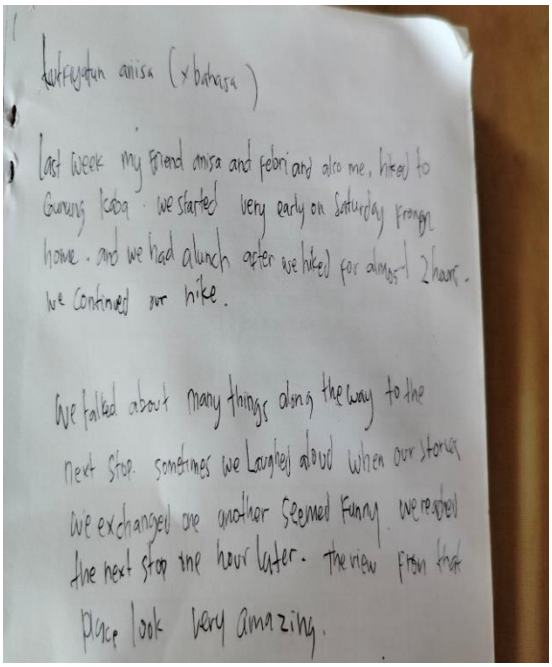
Holiday at Grandma's home.

Last Month, I went to My Grandma's home. there, me followed my grandfather to clean garden. first, me and My Grandfather climbed hill. then, at on hill we took cloved. Next, we returned home.

At home, me assist My grandfather cooked. After, Me taked a bath. then, i went to a night Market with My sister.

Me returned home with very night. finally, I went to My bedroom for sleep.

2. Lutfiyatun nissak

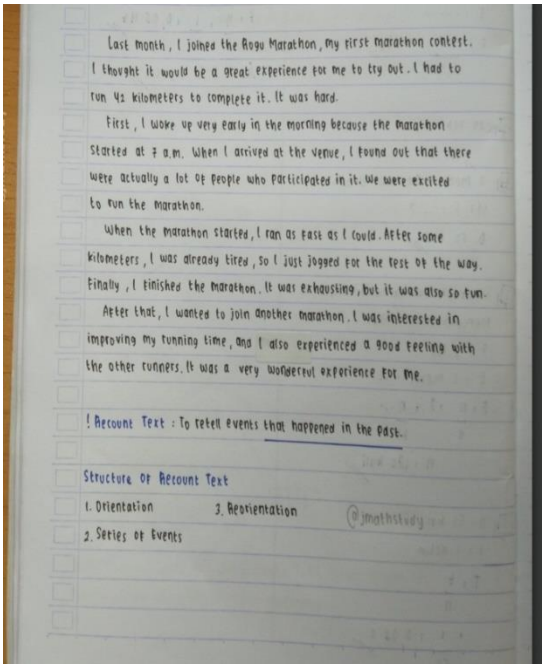


lutfiyatun anisa (xbahasa)

Last week my friend anisa and febri and also me, hiked to Gunung kidul. we started very early on Saturday from home. and we had qlunch after we hiked for almost 2 hours. we continued our hike.

We talked about many things along the way to the next stop. sometimes we Laughed about when our stories we exchanged one another seemed Funny. we reached the next stop one hour later. the view from that place look very amazing.

4.Frinda Aprilia Maharani



Last month, I joined the Bogu Marathon, my first marathon contest. I thought it would be a great experience for me to try out. I had to run 42 kilometers to complete it. It was hard.

First, I woke up very early in the morning because the Marathon started at 7 a.m. When I arrived at the venue, I found out that there were actually a lot of people who participated in it. We were excited to run the marathon.

When the marathon started, I ran as fast as I could. After some kilometers, I was already tired, so I just jogged for the rest of the way. Finally, I finished the Marathon. It was exhausting, but it was also so fun.

After that, I wanted to join another marathon. I was interested in improving my running time, and I also experienced a good feeling with the other runners. It was a very wonderful experience for me.

! Recount Text : To retell events that happened in the past.

Structure of Recount Text

1. Orientation
2. Series of Events
3. Reorientation

@jmathstudy

BIOGRAPHY

Putri Sanda Monica was born in Curup on September 10th 1998. She is daughter of Harmon toni and Eda Laili. She has one sister and one litle brother the name of her brothers is Muhammad Raiz Abdillah and name of her sister is Sisi Khairunisa She finished her elementary school in 2010 From SDN 1 Curup. Hence, she continued to the junior high school at SMP Negeri 02 Curup Timur in 2010 to 2013 Then, she carried on to senior high school SMA Negeri 01 Curup Utara and graduated in 2016. After that, she decided English Tadris Study Program as her faculty at IAIN Curup. He is a person who believes that humans have equal opportunities. when he has failed, he also has the right to improve the situation with a stronger mentality.