THESIS

ANALYSIS OF TEACHING ACADEMIC WRITING USING WHATSAPP AT THE FIFTH SEMESTER STUDENT OF ENGLISH DEPARTMENT ACADEMIC YEAR 2020/2021

Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree in English Language teaching Faculty of Teacher training and Education Muhammadiyah University of Mataram

By :

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ENGLISH LANGUANGE EDUCATION PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MATARAM

2022

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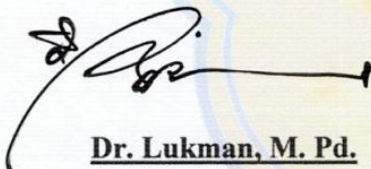
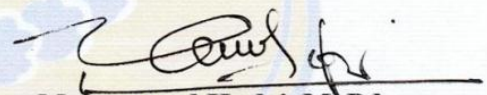A Thesis   : RIFQIL FAIZIN

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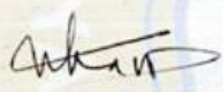
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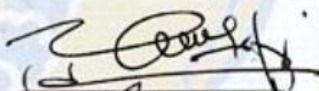
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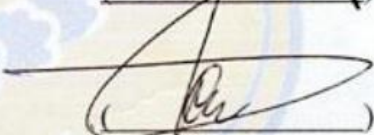
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MOTTO

‘’Do Good Without The Need For A Reason’’

Rifqil Faizin, (2022)

DEDICATION

1. My Beloved Parents (My Father Muhamad Ali S, Pd and My Mother Siti Rahmah) thanks for support, trust, finance, encouragement and pray for me in all day.

2. My Beloved (Oldest Aqidatul Izzah A, Md S.Keb, Youngest Zuliana Nazwah) who always give me motivation, support, care and always pray me.

3. My Bestfriends (Ucy, Zas, Yen, Alief, Om Din, Lian Zero, Ab Treg, Isday, Momono, Uve, Crek, Azis, Bung Fik, Ebit, Arkon, Alfaro Alfarizky, Anjas, Om Bin, Ab bale, Ab Aan Maab, Ab Beta, Aras, Pahad, Asroli, Nate, And karle.) Thank you for being my friend.
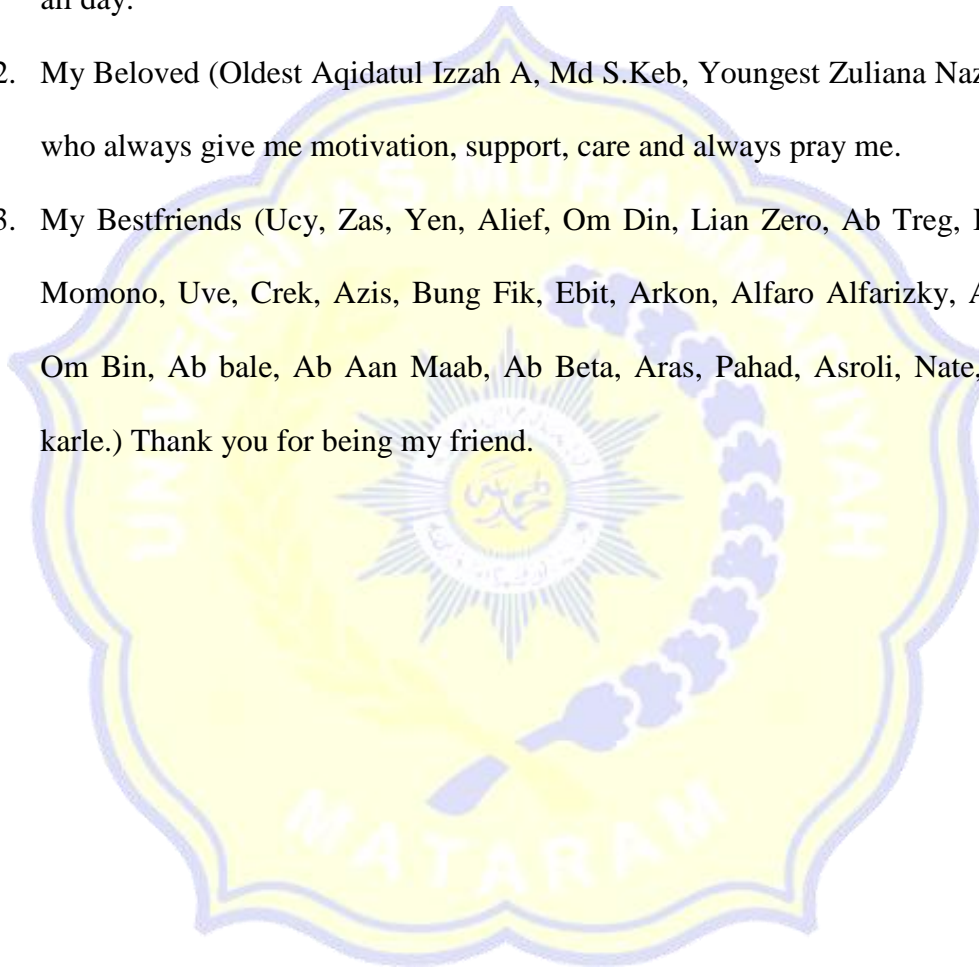
ACKNOWLEDGMENT

Alhamdulillah, all praises are due to the Almighty Allah SWT, who has blessing and given there searcher the chance, heal than strength in writing and finishing this study. Peace and salutation be upon to the beloved prophet Muhammad SAW, his companions and his faithful followers who strive insya Allah's religion Islam and bring us from the darkness into the easiness.

The researcher could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, the researcher would like to extend the appreciation to all of them, especially to:

a. Dr. H. Arsyad Abd Gani, M. Pd as the Rector of Muhammadiyah University of Mataram

b. Dr. Muhammad Nizaar, M. Pd.Si., as the Dean of the Faculty of Teacher Training and Education.

c. Mrs. Hidayati, M. Hum, as the Head of English Education Department and the first thesis advisor, patiently guided and helped me finish this work. There is no single word that researcher can say, except thank you very much for excellent advice and suggestion

d. Mr. Dr. Lukman, M. Pd as my first consultant and Mr. Muhammad Hudri, M. Pd the second consultant for his patience in providing careful guidance, helpful corrections, excellent advice, and suggestion and encouragement during the consultation.

e. All lecturers in the English Education Department for valuable knowledge and

   guidance during the years of my study.

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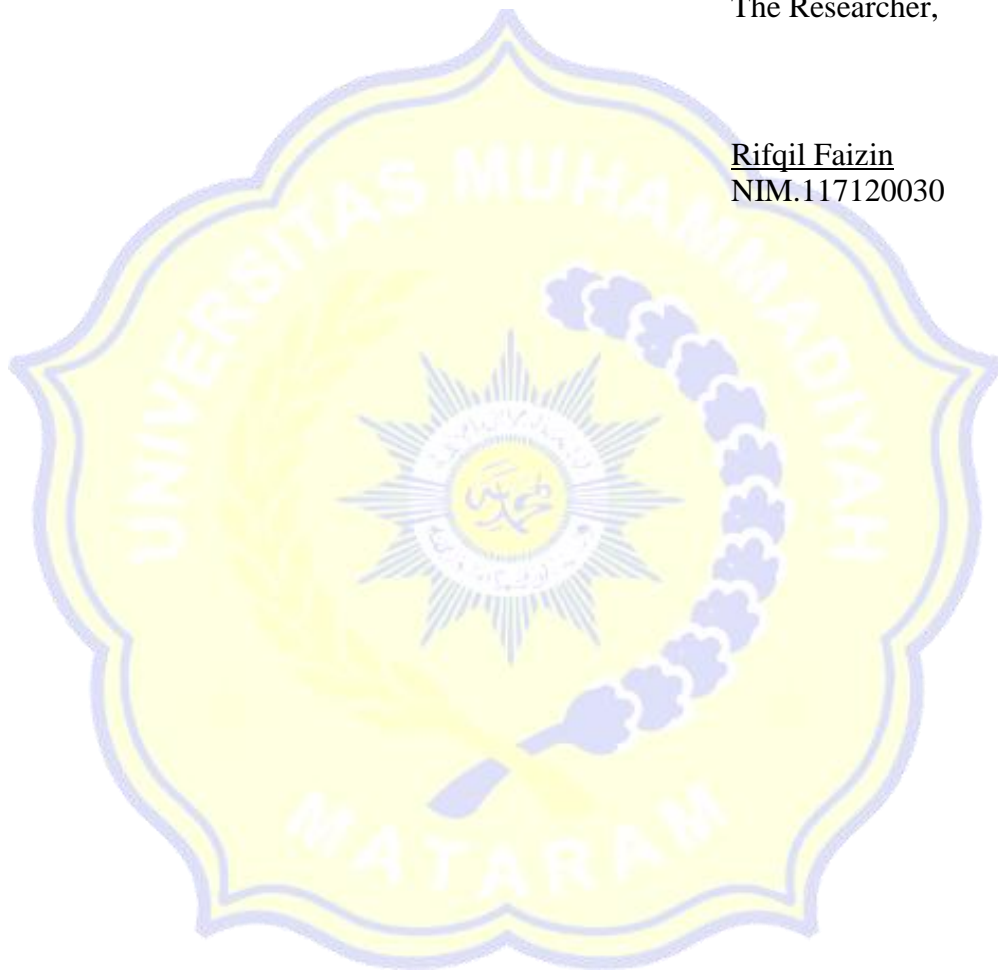
Faizin, Rifqil 2022 Analysis Pengajaran Academic Writing Menggunakan WhatsApp Pada Mahasiswa Semester V Pendidikan Bahasa Inggris Tahun Ajaran 2020/2021

Konsultan 1 : Dr. Lukman M. Pd
Konsultan 2 : Muhammad Hudri, M. Pd

ABSTRAK

Tujuan penelitian ini membahas tentang penggunaan Media WhatsApp dalam pembelajaran Menulis Akademik di kalangan mahasiswa semester v selama masa pandemi Covid 19. WhatsApp merupakan salah satu aplikasi yang paling banyak digunakan di dunia oleh banyak kalangan, khususnya pelajar. Dalam hal ini peneliti telah melakukan penelitian terkait penggunaan WhatsApp dalam pembelajaran Academic Writing dengan menerapkan dua jenis data yaitu data kualitatif dan data kuantitatif. Penelitian ini bersifat kualitatif, sumber data dalam penelitian ini adalah mahasiswa semester V Jurusan Bahasa Inggris Universitas Muhammadiyah Mataram tahun ajaran 2020/2021 yang hasil analisisnya diperoleh dari wawancara dan angket.
.

Kata Kunci : Analisis, Pengajaran, Menulis, WhatsApp.

Faizin, Rifqil 2022 Analysis Of Teaching Academic Writing Using WhatsApp At The Fifth Semester Student Of English Department Muhammadiyah University Mataram Academic Year 2020/2021

Consultant 1: Dr. Lukman M. Pd
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ABSTRACT

The purpose of this study is to discuss the use of WhatsApp Media in learning Academic Writing among students semester fifth during the Covid 19 Pandemic. WhatsApp is one of the most widely used applications in the world by many people, especially students. In this case, researchers have conducted research related to the use of WhatsApp in learning Academic Writing by applying two types of data, namely qualitative data and quantitative data. This research is qualitative, the data source in this research is the fifth semester students of the English Department, Muhammadiyah University of Mataram for the 2020/2021 academic year whose analysis results are obtained from interviews and questionnaires.
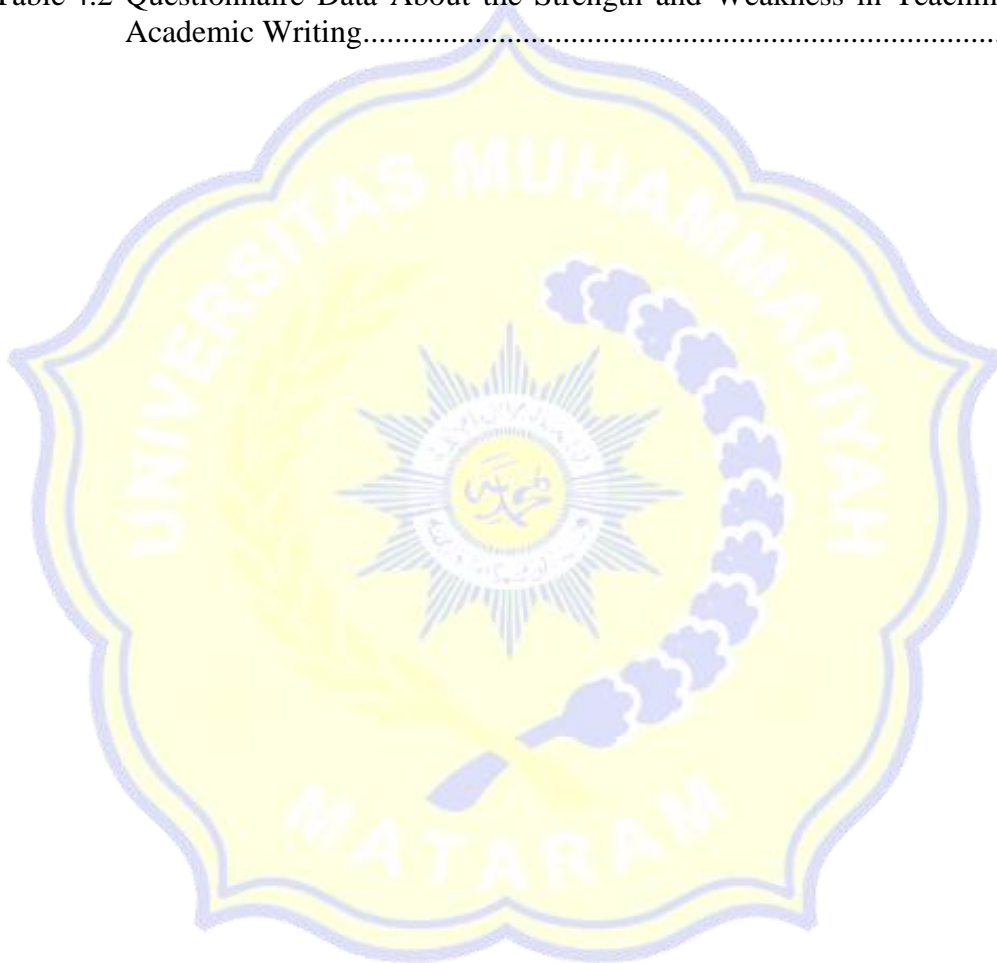
KeyWordS: Analysis, Teaching, Writing, WhatsApp.

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CHAPTER I

INTRODUCTION

In the introduction, the researcher discusses about background of the study, research question, purpose of the study, significant of the study, scope of the study, definition of key terms.

1.1 Background of the Study

Writing skills are special abilities that help writers to put their thoughts into words in a meaningful form and mentally interact with messages. In short, learning to write is learning to think in a certain way (Angelo, 1980:5). Understanding writing according to Harmer, (2007:33). is an integral part of a larger activity where the focus is on other matters such as language training, acting or speaking.

While as Elbow (1981:9) says, writing is a difficult skill and requires the ability to express your own words and ideas, but also requires the ability to criticize and explain which ones to use.

The assumption that it is difficult for students to develop writing skills is that the preparation process is not linear and direct. Therefore, guidance through the process is preferable to control: in fact, content, ideas, and the need to communicate will shape the form. The teacher's role is to help students develop strategies for starting (finding topics, ideas, and information, planning structures and procedures), for structuring (promoting concepts), revising (adding, deleting, modifying, and rearranging ideas) and modifying

(checking vocabulary, sentence structure, grammar) (Monica Randacio: 2009).

Writing is widely regarded as a very important skill in teaching and learning English as it is a useful skill that helps strengthen vocabulary, grammar, thinking, planning, revising, and other elements.

Writing also helps improve all listening, speaking and reading skills because they are all interrelated (Saed and Al-Omari).

Writing, as a skill in itself, offers the opportunity to simultaneously capture many other important benefits that can help them succeed in academics, careers, as well as in other relevant aspects of their lives. As a student, you must have often heard that writing is an important life skill to learn, because it is deliberately taught in all areas of school and college education, it is likely that the skills used have many benefits, not only for everyone, too. Because frankly, without communication, the essence of life is not lost, that's why it has been deeply developed into school and college curricula as a way to significantly improve communication skills. Writing provides students with an avenue to learn all the rules of language and how they can organize their ideas more coherently using language. Among other things, grammar, spelling and punctuation, gestures and so on, which are the main part of communication.

Before you even develop writing skills, you should at least read first. Writing, as you know, involves a lot of research, 99% of the time, things you don't know and probably know about. As you continue to write and do

research, you also continue to gain knowledge and develop an excellent memory as well. You will also be able to learn about things that happened in the past, current events, and possible ways you can actively influence future situations with your current actions, in the process. In addition, write imagination. Writing constantly requires producing different content. And even though there are millions of topics, your topic should be writing an essay on a familiar topic. Of course, everyone wants to stand out while working on such a paper. Good writing enhances your imagination and allows you to come up with unique concepts. Moreover, it broadens your horizons and allows you to discover various subjects that you have never seen before. In addition, writing brain function. (Virginia Corona, 27 July 2021).

Teaching writing at the English Department of Muhammadiyah University of Mataram is delivered in several levels, namely: paragraph writing, essay writing, academic writing.

Academic Writing is taught or offered to English Department students so that they can be written scientifically. Academic Writing itself is programmed for the fifth semester students of the 2018 class of English Department. Like other subjects or courses, Academic Writing was taught directly in class or through offline learning before the emergence of covid-19.

At the beginning of 2020 the world, including Indonesia, was faced with a big global problem, namely the corona virus disease. The impact of the COVID-19 pandemic Corona virus disease is felt in all aspects of life such as: economic, social, educational, and others. In the field of education, the

COVID-19 pandemic has encouraged educational institutions to learn from offline to online or distance learning. According to Deli & Allo (2020). The impact of the pandemic has spread almost throughout the world and this has affected all educational institutions in various countries and will not have an impact on our country, namely Indonesia. Distance learning is a type of online learning or distance education. Government policy in conducting online-based learning requires students to have technological devices such as cellphones and laptops. So that online learning is applied during the Covid 19 pandemic. Learning that was originally done offline (face to face) now has to be done online, either face-to-face or using other online media. Many online media can support online learning such as Zoom, Google Meet, Microsoft Teams, Google Classroom, and even WhatsApp. However, in practice, many educators prefer to use WhatsApp as a learning medium in the fifth semester of English education at UMMAT. Among various online media. WhatsApp is considered as the most effective tool which is easiest to use by educators. WhatsApp is an instant cross-platform messaging subscription service for android smartphones and can also be used via laptops. WhatsApp in this case uses the internet network to communicate.

The popularity of this application as stated by Trevor (2013) who said that WhatsApp, a cross-platform messaging application that continues to grow and develop in popularity, (Rolve, 2013) adds that most users choose and use this application because it allows to send messages to each other at a fee. low. Not only can users send text messages, but they can also post image,

video and audio media messages as well as their location using the integrated mapping feature. Therefore, these features offer a great opportunity for the public including students to express feelings, thoughts, ideas or events easily and efficiently.

Based on the explanations above, it can be said that writing is a process of finding ideas and thoughts on how to express them, and compiling them into statements and paragraphs that are used to communicate something with others indirectly, students get the effort to express their thoughts. through written language.

Therefore, in this study the researcher will explain and explain in detail the benefits of using WhatsApp in academic writing learning which has advantages and disadvantages of the WhatsApp application in helping the writing learning process and is accompanied by other online media such as google classroom, zoom meetings and so on.

For this reason, the author will conduct research with the title "Analysis of Academic Writing Learning Using WhatsApp Media in Semester V Students of the English Department".

1.2 Research Question

Based on the background above, the main problems studied in this study are:

1. How is the implementation of WhatsApp in teaching Academic Writing at the fifth semester students of English Department of UMMAT in Academic Year 2020/2021?

2. What are the strength and weakness of WhatsApp in teaching Academic Writing at the fifth semester students of English Department of UMMAT in Academic Year 2020/2021?

1.3 Objective of the Study

Based on the problems that have been formulated above, the purpose of this research is:

4. To investigate the implementation of WhatsApp in teaching Academic Writing At the fifth semester students of English Department UMMAT in Academic Year 2020-2021.

5. To investigate the strengths and weakness of WhatsApp in Teaching Academic Writing at the fifth semester students of English Department of UMMAT in Academic Year 2020-2021.

1.4 Significance of the Study

1. Theoretical Benefits

This research may provide comprehensive information about the WhatsApp Implementation in teaching academic writing as the alternative learning during the Pandemic era.

2. Practical Benefits

First, this study can be used by other researchers as a source of input that talks about the effectiveness of WhatsApp used as an alternative medium during the Pandemic era. The second, Readers may knows how the implementation of WhatsApp in teaching Academic writing at the English Department of UMMAT in Academic Year 2020-2021.

1.5 Scope of the Study

1. This research focuses on the implementation of WhatsApp in teaching Academic Writing at the fifth semester students in English Department of UMMAT in Academic Year 2020/2021.

2. This research focuses on the strengths and weakness of WhatsApp in teaching Academic Writing at the fifth semester students in English Department of UMMAT in Academic Year 2020/2021.

1.6 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Analysis

   Analysis careful of the study of something studying its parts, what they do and how they are related to one another (Merriam Webster, 1828.

2. Academic Writing

   Academic writing is an evaluation that asks you to demonstrate knowledge and demonstrate proficiency with certain skills in thinking, and presenting (Lennie Irvin).

3. WhatsApp

   WhatsApp is a smartphone and web-based instant messaging application that allows users to exchange information using various text, image, video and audio message media (Church & de Oliveira, 2013).

4. Online Learning

   Online learning is education that takes place through the internet. It is often referred to as e-learning among other terms. However, online learning is just one type of distance learning, an umbrella term for any learning that takes place across distances rather than in a traditional classroom (Stem, 2019).
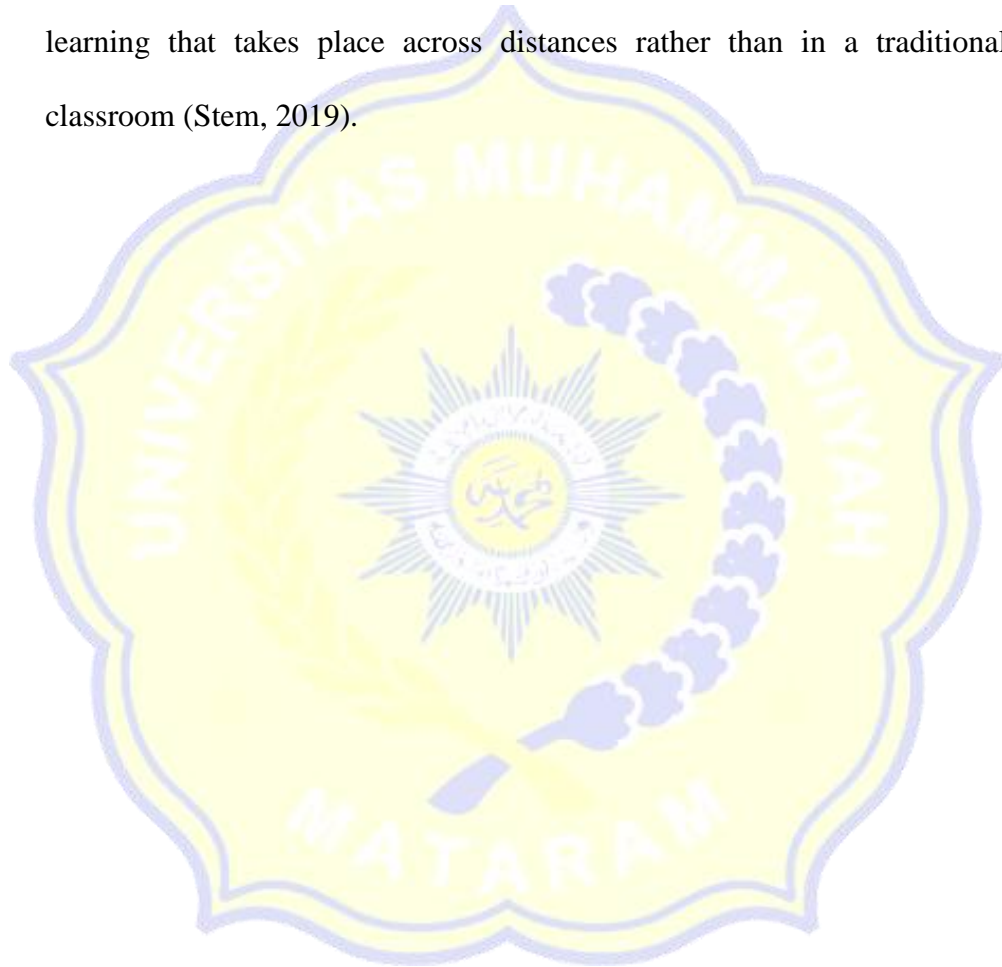
CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher explains about the relevant study, literature review and the theoretical framework.

2.1 Previous Study

The studies related to this research are as follows; First, the research entitled "The Effect of Using WhatsApp in Online Learning Settings on Indonesian EFL Students' Writing Concerns and Its Relation to Writing Achievement" made by Habibah (2020). The purpose of this study was to determine the level of student anxiety after going through WhatsApp in online learning and to determine the relationship between writing anxiety and writing achievement. This research was conducted quantitatively and involved one class X consisting of thirty-five students. Meanwhile, this study took the fifth semester students of the English Department of UMMAT as participants. In this study, the basis for implementing WhatsApp and its obligations, and WhatsApp in teaching academic writing.

Second, the research entitled "Analysis of Students' Writing Ability in Using WhatsApp" conducted by Awwaliyah FR. The aim of this research is. Can the use of WhatsApp improve the writing skills of second grade students of SMA Negeri 12 Makassar. To find out whether students are interested or not with the use of WhatsApp in descriptive text. The researcher applied a quasi-experimental design. The subjects of this study were second grade students of SMA Negeri 12 Makassar. The data collected is the learning

outcomes written by students through tests (pretest and posttest) and this study was designed into two groups, group and control, each group consisting of (30) students. The difference between this study and the research above is that this research analyzes the teaching of academic writing using WhatsApp for fifth semester students, besides the difference from this research is that the researcher uses qualitative methods and uses interviews and interviews to collect data.

The last, the research entitled "Using the WhatsApp Application to Teach Recount Text Writing" by Asiani Dumanauw (2018). According to the findings of this change, there is research on improving students' recount text writing skills through the use of WhatsApp in tenth graders of SMA Negeri 5 Pontianak in the 2018/2019 academic year. This research is a pre-experimental study with a single group pre-test and post-test design. The subjects of this study were (35) students of class X IPA 1. The author took a sample using cluster random sampling. Data was collected through a written test. The difference between this study and the research above is the Analysis of Teaching Academic Writing Using WhatsApp in Semester V of the English Department of UMMAT. In this study, the researchers only took the fifth semester students of the English Department of UMMAT as participants. Researchers used qualitative methods and used interviews and questionnaires to collect data.

2.2 Literature Review

2.2.1 Definition of Learning

According to Majid (2014:15), learning is essentially a process of personality change in the form of skills, attitudes, habits, and understanding. Brown (2007:7) also states that learning is gaining knowledge about a subject or skill through study, experience, or instruction. In the statement said Brown (2008:8) also suggests that there are seven components in the definition of learning as follows:

1. Learning is getting or getting

2. Learning is the storage of information or skills.

3. Retention implies storage systems, memory, cognitive organization.

4. Learning involves active, conscious focus and action on events outside and in nature.

5. Learning is relatively permanent, but it can be forgotten.

6. Learning involves some form of exercise, perhaps strengthening exercise.

7. Learning is a change in behavior.

2.2.2 The Principle of Learning

According to Dimyati and Mudjino (2012), there are several learning principles as described below:

1. Interest and motivation

Motivation is closely related to interest. Students who have an interest in a field of study tend to be attracted to its attention so that it makes them interested in learning.

2. Active

Students always try to be active in the learning process. This can be shown in various forms such as physical activity that is difficult to observe.

3. Engagement

Edgar Dale in the classification of learning experiences carried out in the cone of experience suggests that learning is best by experiencing it directly. The importance of direct interaction in learning was put forward by John Dewey with "learning by doing".

4. Recurrence

Based on psychological theory, learning power is training the power that exists in humans which consists of observing, responding, remembering, imagining, feeling, thinking, etc. By doing grades, students' potential will develop.

5. Challenge

In a learning situation, students face a goal to be achieved but there are always obstacles, namely learning teaching materials, then a motive arises to overcome these obstacles. If these obstacles have been overcome, then the learning objectives have been achieved. To generate student motivation in overcoming obstacles, learning materials must be challenging.

6. Feedback and reinforcement

The principle of learning related to feedback and specific learning is emphasized by the theory of Operant Conditioning from B.F. Skinner.

If in Conditioning theory the condition is a stimulus, then Operant Reinforced Conditioning is the response. The key to this learning theory is Thorndike's law of effect. Students will learn more enthusiastically if they experience and get good results. The result will be a pleasant feedback and have a good effect on learning.

7. Individual differences

Students are unique individuals. This means that the two students are not the same and each student has differences between one another. These differences can be found in psychic traits, personality, and traits. These individual differences affect the way and student learning outcomes. Therefore, individual differences need to be considered by the teacher in the learning process.

2.2.3 Definition of E-Learning

"E-learning is defined as learning facilitated by the use of digital tools and content that involves some form of interactivity, which may include online interactions between students and teachers or their peers" (Ministry of Communication and Technology New Zealand, 2008). According to Jetro et al (2012: 205), E-learning is one of the applications of internet technology for the delivery of various content based on three criteria:

1. E-learning is a network that allows users to update, store, distribute, and share educational materials and information.

2. Using ordinary internet technology, the delivery reaches the end user via computer.

3. Focus on the broadest perspective on learning that lies under a typical learning paradigm.

2.2.3.1 The Advantages and Disadvantages of E-learning

1. Advantages of E-Learning

According to Tjokro (2009) as quoted in Indrakusuma and Putri (2016:7) there are advantages of implementing E-learning as follows:

a. More easily absorbed, meaning that in E-learning learning can be used multimedia facilities in the form of images, text, animation, sound, and also video.

b. Much more cost-effective, meaning that in E-Learning learning there is no need for a teacher, nor does it need a minimum audience, anywhere, and so on.

c. Much more concise, meaning that in E-Learning does not contain many class formalities, directly into subjects, subjects as needed.

d. Available 24 hours, meaning ownership of the material depends on the enthusiasm and absorption of students.

2. Disadvantages of E-learning

According to Nursalam (2008) as quoted in Indrakusuma and Putri (2016:7) the disadvantages of implementing E-Learning are as follows:

a. Lack of interaction between teachers and students or even between students themselves.

b. Hopefully this can pay attention to the academic aspect or also the social aspect and vice versa make the business or commercial aspect grow.

c. The teaching and learning process tends towards training rather than education itself.

d. Changes in the role of teachers who originally mastered conventional learning techniques are now also using to be able to know learning techniques with ICT (information, communication, and technology).

e. Not all internet facilities are available in all places.

f. Lack of human resources who understand the internet.

g. Lack of computer language skills.

h. Access to adequate computers can be a problem for students themselves.

i. Infrastructure availability.

j. The information varies in quality and accuracy so it is necessary to ask about guildlines and features.

k. Students can feel.

2.2.3.2 Definition of Teaching Media

Media is any tool to convey information or messages from one place to another. In the teaching and learning process, media is also used so that the process runs effectively and interestingly. This section explains the

meaning of teaching media, the function of teaching media, and types of teaching media.

There are several experts who state about teaching media. According to Bakri (2011: 3) media is the plural form of medium, which comes from the Latin word medium which means middle. In Indonesian, medium means "between or interval". The meaning of media in something that conveys information (messages) between the sender and recipient of the message. Learning media according to Arsyad (2009:4) is a media that provides learning objectives in the form of massage or learning information. Meanwhile, according to Arsyad (2009: 6-7), teaching media has several basic criteria, namely:

1. Teaching media has a physical meaning called hardware. Hardware is an object that can be seen, heard, and touched by the five senses.

2. Teaching media has a non-physical meaning, so we call software, namely massage that wants to be conveyed to students in hardware.

3. The emphasis of teaching media is on visual and audio.

4. Teaching media is a tool to assist the teaching and learning process both inside and outside the classroom.

5. Teaching media used to communicate and interact between teachers and students in the teaching and learning process.

6. Learning media can be used in bulk (eg radio, television), large groups and small groups (eg: films, slides, videos, OHP), or individually (eg: modules, computers, video recorders).

7. Attitudes, actions, organizations, strategies, and management related to the application of certain knowledge.

Based on the above understanding, it can be obtained that the media is related to techniques, methods in the teaching and learning process. In other words, media are all tools/tools that can be used by teachers and students to achieve certain educational goals.

2.2.3.3 The Function of Teaching Media

According to Sudjana (2001:64) the function of teaching media in the teaching and learning process is as follows: the use of media in the teaching and learning process is not an additional function, but has its own function according to Asan to reveal an effective teaching and learning situation.

1. The use of media in the teaching and learning process is canceled as an additional function, but has its own function and makes teaching and learning situations effective and running smoothly.

2. The use of teaching media is an integral part of all learning situations.

3. The use of learning media is more important to activate the teaching and learning process and assist students in understanding the material from the teacher.

2.2.3.4 Instructional Of Technology

Learning Technology is a series that can help human life with the development of the times and its scope, especially in the fields of education and technology. According to (AECT) 2007 the definition of

instructional technology in a broader scope in educational technology. Educational technology as an ethical study and practice in facilitating learning and improving the implementation of learning by creating, and using, managing processes and utilizing appropriate technology resources in a wider scope.

2.2.3.5 Information Technology (IT)

Information technology (IT) is a technology used to obtain, transmit, process, manage, manage and use meaningful data to obtain quality information. According to Bambang Warsita (2008:135) Information technology is the facilities and infrastructure (hardware, software, userware) systems and methods for obtaining, transmitting, processing, managing, managing, and using data. Meanwhile, according to Hamzah B. Uno and Nina Lamatenggo (2011: 57) information technology (IT) is a technology used to process data. Processing includes processing, obtaining, compiling, storing, manipulating data in various ways to produce quality information, namely information that is relevant, accurate, and timely. It can be said that the notion of information technology (IT) is a set of techniques that can help and facilitate human life. In the field of education, the use of WhatsApp is very necessary in the era of the covid 19 pandemic and besides facilitating the learning process of academic writing, WhatsApp can also convey information and assist the learning process, especially in learning academic writing.

2.2.3.6 The Brief History of WhatsApp

Koum named the WhatsApp app to sound like "what's up". On February 24, 2009, he founded WhatsApp Inc. In California. However, when the early versions of WhatsApp kept crashing, Koum considered giving up and looking for a new job. It was Acton who encouraged him to wait "a few more months". In June 2009, Apple launched push notifications, which allowed users to ping them when they weren't using the app. Koum changed WhatsApp so that everyone on the user's network will be notified when the user's status is changed. WhatsApp 2.0 was released with a messaging component and the number of active users suddenly increased rapidly.

In October 2009, Acton persuaded five of his former friends at Yahoo! to raise $2,050,000, start-up capital, Acton took part. He officially joined WhatsApp in November After months in beta, the app was launched in November 2009, exclusively on the App Store for iPhone. Koum then hired a friend in Los Angeles, Chris Peiffer, to develop the BlackBerry version, which arrived two months later. WhatsApp for Symbian OS was added in May 2010, and for Android OS in August 2010. In 2010, WhatsApp was subject to several acquisition offers from Google which were rejected.

For the cost of sending leverage texts to users, WhatsApp was changed from a free service to a paid service. In December 2009, the ability to send photos was added to the iOS version. As of early 2011,

WhatsApp was one of the top 20 apps in the US App Store. Apple. As of April 2011, Sequoia Capital was about $8 million in more than 15% of the company, after months of negotiations by Sequoia partner Jim Goetz. As of February 2013, WhatsApp has around 250 million active users and 65 staff members. Sequoia another $50 million, and WhatsApp another $1.5 billion. In 2013, WhatsApp acquired Santa Clara-based startup Sky Mobius, developer of Vtok, a video and voice calling app.

In a December 2013 blog post, WhatsApp claimed that 400 million active users use the service every month. On February 19, 2014, just one year after a venture capital financing round with a valuation of $1.5 billion, Meta Platform announced it had acquired WhatsApp for US$19 billion, its largest acquisition to date. At the time it was the largest acquisition of a venture-backed company in history. Sequoia Capital receives about 5000% of the initial investment. Facebook, advised by Allen & Co, paid $4 billion in cash, $12 billion in Facebook stock, and advised by Morgan Stanley) an additional $3 billion in restricted stock units awarded to WhatsApp co-founders Koum and Acton. Employee shares for the vest for four years after closing. A few days after that, WhatsApp users experienced a loss of service, which led to the occurrence on social media. The acquisition was influenced by data provided by Onavo, Facebook's app to unify competitors and trends in social activity usage on devices, as well as "unbelievably good" start-ups.

As of August 2014, WhatsApp is the most popular messaging app globally, with over 600 million users. As of early January 2015, WhatsApp had 750 million monthly users and more than 30 billion daily messages. In April 2015, Forbes estimated that between 2012 and 2018, the telecommunications industry would lose $386 billion due to OTT services such as WhatsApp and Skype. That month, WhatsApp had more than 800 million users. In September 2017, WhatsApp co-founder Brian Acton left the company to start a non-profit group, later revealed to be the Signal Foundation, which developed WhatsApp's competitor Signal. WhatsApp also announced an upcoming business platform to support companies providing customer service at scale, and airlines KLM and Aeroméxico announced their participation in testing.

2.2.3.7 Behavioristic

Behavioristic is an understanding of behavior or behavior. According to B. Watson, Ivan P. Pavlov, and B.F. Skinner (Desmita in Nahar, 2016: 68). According to Watson, human behavior is the result of genetic inheritance and environmental or situational influences.

Behavior is controlled by irrational forces. In contrast, according to Pavlov with classical conditioning theory, refers to a certain amount because one stimulus appears to give another stimulus in developing a response. This procedure is called classic because its historical priorities have developed, whereas according to Skinner, the relationship between stimulus and response occurs through interaction with the environment

and then causes behavioral changes (Nahar, 2016: 69). So it can be said that behavioristic theory has an effect on learning problems, because learning is interpreted as an exercise to establish a relationship between stimulus and response. By providing stimulation, students will respond and respond to commands.

CHAPTER III

RESEARCH METHOD

This chapter explains about research design, research location, data Sources and types. Method of collecting data, research instrument and data analysis method.

3.1 Research Design

The research design is important to help researchers get valid data. Researchers use qualitative descriptive research methods. Qualitative research is research on descriptive research and tends to use analysis. Sugiyono 2015, which is based on post-positivism philosophy, is used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is triangulation, the data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization. Meanwhile, Bogdan and Taylor in Moleong (2010) suggest that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Descriptive research is research that seeks to describe a symptoms, events and events that occur at the present time where the researcher is trying to photographing events and events that are the center of attention for later described as it is. Mohamad Ali (1982: 120) explains that: "descriptive research methods are used to solve and answer problems that occur in the present".

Subjective qualitative descriptive research to investigate how WhatsApp is applied in teaching academic writing and what are the advantages and disadvantages of WhatsApp in teaching academic writing to fifth semester students of the English Department of UMMAT for the 2020/2021 Academic Year. There were 24 participants in this study in the fifth semester in the English Department of UMMAT.

3.2 Research Location

Setting of the place of the study is at English Department of UMMAT In the fifth semester at Faculty of Teacher Training and Education. Located on Jl. Kh. Ahmad Dahlan Pagesangan Indah, University Muhammadiyah of Mataram.

3.3 Data Sources and Types

According to Prastowo (211:204), there are two types of data which can be found in the field, namely qualitative data and quantitative data. This research is qualitative, the source of data in this research is the fifth semester in English Department of UMMAT in academic year 2020/2021 which obtains true the interview and questionnaires.

3.4 Method of Collecting Data

According to Raco (2010:180) data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified and given permission to supply the information needed. In this study the researcher must collect the data to get

material needed to answer the research problem. The researcher using two data collected namely interview and questionnaires.

1. Interview

   Interview is a structured conversation between to or more persons in which one person attempts to obtain information from the other (Airasian as cited Rachmawati, 2011).

   In this research, the researcher prepared four questions that focus on the implementation of WhatsApp in teaching Academic Writing at the fifth Semester students of English Department of UMMAT in Academic Year 2020/2021. For interview the student the researcher interview by using WhatsApp aplication, and for interview the lecturer the researcher using face to face.

2. Questionnaire

   Questionnaire is the list of questions or statements that are given to participation. According to Sugiyono (2008:142) explain questionnaire is a method of gathering the data that is done by giving some questions or statement related to beliefs in vocabulary learning strategy.

   The research questionnaire consist of ten questions that focused on the Strengths and Weakness of WhatsApp in Teaching Academic Writing, for make it easier for students the researches for students made and electronic questionnaire in the google form. Then, the researcher send the link of google form through personal chat, the students could easily fill out the questionnaire that the researcher had created.

3.5 Research Instrument

The researcher used Interview and Questionnaire as the instruments of this study:

1. Interview

According to Esterberg in Sugiyono (2015: 72) an interview is a meeting conducted by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular.

The researcher used questionnaire to described the is the implementation of WhatsApp in Teaching Academic Writing at the Fifth Semester. The researcher only takes the answer of students who answer the questions which has been given.

2. Questionnaire

According to Cresswell, (2003:128), questionnaire is a number of questions which used questionnaires consisting of ten (10) question. The researcher used questionnaire to the strengths and weakness of WhatsApp in Teaching Academic Writing at the Fifth Semester Students of English Department of UMMAT in Academic Year 2020/2021.

3.6 Data Analysis Method

According to Sugiyono (2016:206) data analysis is "activities after all respondents' data has been collected", based on Haleludin and Wijaya (2019: 123) described several stages/techniques in analyzing data, as follows:

1. Data reduction

    In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex, still rough, and not systematic, the researcher need to do an analysis by reducing the data. At this step, the researcher get the data from the questionnaire and interview with students. The result of the interview and questionnaire show how the implementation of WhatsApp in teaching academic writing and what are the strengths and weakness of WhatsApp in teaching academic writing at the fifth semester in English Department of UMMAT.

2. Data display

    After data reducation the next step in analyzing data is data display. It is process of data displaying in the form of table or essay, so it gets can more understandable. Sugiyono (2009: 341) states that in displaying data, they can be presented in the form of a brief description, flow chart, and the like. In this study, the researcher used tables and essay to display data because data displays are the most common used in qualitative research.

3. Conclusion

    The last step is drawing conclusion. The researcher starts to see what the data. Researcher analyze all students' answers about the use of WhatsApp in teaching academic writing. The researcher first determines the rating weight of the questionnaire. Furthermore, the researcher calculates the results of the questionnaire.

Table 3.1 Questionnaire rating weight

No	Alternative answers	Score
1	Strongly agree	5
2	Agree	4
3	Doubtful	3
4	Disagree	2
5	Totally disagree	1

Sugiyono (2014, hlm 135

Next, answer indicators (eg: Strongly agree, agree, doubtful, disagree, totally disagree) and in this case and the reference i use the calculation of proportions using the Likert scale.

The formula for finding a percentage contains a questionnaire, according to (Sugiyono, 2008) as follows:

Finding the Percentage

$$P = \frac{F}{N} \times 100\%$$

(Sugiyono, 2008)

Note :

P   = Percentage of Answers

F   = Answer Frequency

N   = Number of Respondents

100 = Fixed Numbers