

## THE INFLUENCE OF SHORT MESSAGE SERVICE TEXTING ON STUDENTS' WRITING DESCRIPTIVE PARAGRAPH ACHIEVEMENT

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### Abstract

The objective of this research was to find out was any significant influence between the third semester students of University of PGRI Palembang majoring English Education who are taught using Short Message Service (SMS) texting in learning writing descriptive paragraph and those who are not. Quasi experimental method was used in this research. One group experimental and one control groups were as samples. Data were collected through written tests; pretest and posttest and analyzed them using independent sample test. The result showed t-obtained was greater (2.855) than t-table (1.990) at the significance level  $p < 0.05$  in two tailed testing with  $df = 75$ . It means that there was a significant influence between the third semester students of University of PGRI Palembang majoring English Education who are taught using Short Message Service (SMS) texting in learning writing descriptive paragraph and those who are not.

**Keywords:** *Short Message Service Texting, writing, descriptive paragraph.*

### Introduction

Writing is one of four English skills that must be mastered by students. It focuses on some elements to get final product. As a process to get final product in writing, it involves some elements such as content, grammatical function, vocabulary, and the mechanics like spelling, punctuation and organization. It will help students to learn English in oral and written communication, writing consolidate other language learning (vocabulary and structure), and writing is a necessary subject for students, especially in learning process. Actually, students have the ability to describe someone or something with their own words in Indonesia but it is not in English. It needs a media to create fun learning in writing English. The point is, if teacher can develop students writing, students will find many interesting inside their writing.

There are some paragraph that can be taught; descriptive, narrative, procedure, recount and report. In this research, the writer only focuses on teaching writing descriptive paragraph. Before starting to write descriptive paragraph, the students should know how to write a simple paragraph and how to express their idea or topic on a piece of paper. It is very important for teachers to teach descriptive paragraph, because the students will understand how to describe something that they see and

hear, particularly in written form.

Nowadays, there are so many media, techniques, and strategies that have used by the teacher or lecturer to teach. In this study, the writer decides to use Short Message Service (SMS) texting to teach writing descriptive paragraph. SMS is usually used to communicate, share and ask something or talk with their friends, family and others. In this case, the writer did research at University of PGRI Palembang majoring English Education.

## Literature Review

### 1. The concept of Teaching Writing Descriptive Paragraph

According to Gage (2009, p.2) defines teaching as a process of one person's influence aimed at improving the learning of other persons. Teaching is the teacher's activity does in the class by giving some influences to the students to improve their skill in learning process.

Brown (2007, p.8) states teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, approach, method, and classroom techniques. In other words, teaching is the process of the teacher to guide and facilitate or transfer the knowledge to the students.

According to Siburian (2013, p.31) Writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product. Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper." It means that writing is a process of formulating, deliver, and organizing idea in right word to deliver the aim and information that present them on a piece of paper.

Wardani et al (2014, p.2) defines writing belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form. Writing refers to a process in which its activities are not produced immediately." It means that, writing is the activities to communicate students' idea and feelings that should be did step by step.

Oshima and Ann (2007, p.3)state that a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. Paragraph explains what something is and

gives facts, details, and examples to make the definition clear to reader (Folse and Solomon, 2010, p.99). According to Wardani et al (2014, p.2), descriptive paragraph is a written text that gives some information or explanation about subject, such as person, thing, place and animals. Furthermore, Pardiyono (2007, p.33) says descriptive paragraph is a kind of text that used by students to give description to the things, that living or non living things to the reader. Siburian (2013, p.34) states that description paragraph is a paragraph that describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like. It means that descriptive text is a text or paragraph that contains the explanation and information about subject, such as things, person and place.

According to Wardani et al (2014, p.2) the generic structure of descriptive paragraph consist of identification and description. Identification is about introducing subject or thing that will be described and description is the detail explanation about the subject such as who is the subject. In addition Pardiyono (2007, p.33) also defines the generic structure of descriptive paragraph consist of identification and description. Identification is the first step to introduce the things that will be explained and then second step is description.

## 2. The concept of Short Message Service (SMS) Texting

According to Odey et all, (2014, p.85), "SMS is an abbreviation standing for "short message service". It is a technology that enables the transmission of typed text message from mobile phone to another. As a service, it makes it possible for users of mobile and portable devices to exchange brief written information/ messages through cellular network." It means Short Message Service is the application or service in mobile phone to send information or text message from one person to other person by using cellular network.

According to Solomon (2011, p.224), " Short Message Service (SMS) is a media to send message from person to person messaging, whereby users of mobile and portable devices exchange written messages via cellular networks. He also states that the activity on sending a text message is called *texting*." So Short Message Service (SMS) is the mobile phone services for transmitting written information or a text from one to others that involve cellular network.

It can be concluded that SMS texting is the activity of send a message by

using a media or service of mobile phone that help us to communicate or share information to other people in written communication that involve cellular network.

### 3. Procedure of teaching by using SMS Texting

Shalbag (2014, p.2) explains that there are some activities that will do in teaching by using SMS Texting. They are:

- a. In the first step, lecturer has to prepare her students to the topic which is are going to write like a business letter.
- b. Then lecturer should ask his students to switch the language mode of their mobile phones into English language mode.
- c. The third step, lecturer has to ask his students to exchange their mobile phone numbers.
- d. Lecturer has to encourage students to write their SMS messages. Then students send these SMS messages to each other.
- e. Lecturer asks the students to read their classmate messages.
- f. The last step lecturer asks the students write their sent messages on the whiteboard. Then the mistakes have to be checked and analyzed.

### 4. The Advantages of using Short Message Service (SMS) Texting

The advantages of using Short Message Service (SMS) Texting are:

- a. SMS is very easy and cheap way to convey any message.
- b. Messaging technology affects their writing skills and how classroom teachers can build on students' use of this increasingly popular technology.
- c. Improved greatly their oral and written skills
- d. Teachers will make conscious effort to support their students to write.
- e. Using SMS is very help students to increase their learning outside of their classroom.
- f. To extends students' opportunities and participate in a different type of learning.
- g. They enjoy the freedom to communicate things that they can not communicate using other means.
- h. SMS is more personal and can be saved for future references
- i. SMS offers a choice to reply, forward or delete.

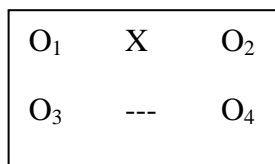
### 5. The Disadvantages of using Short Message Service (SMS) Texting

The weaknesses of using Short Message Service (SMS) Texting are:

- a. Students are often influenced to use ungrammatical forms of language and poor punctuation
- b. Only consist of 160 characters
- c. Students use abbreviation form of word
- d. Language againts abbreviation, word shortenings and acronyms in addition to other violation of grammar rules, it can be caused unintentional harm to Standard English
- e. SMS style will generate greater linguistic confusion if it is not controlled.

### Methodology

The writer used quasi experimental design in this experimental method, specially, non-equivalent control group design. According to Sugiyono (2011, p.89), the diagram of Nonequivalent Control Group Design is:



The ultimate goal of any investigation is to conduct research that will allow us to show the relationship between the variables that have selected Hatch and Hossein (1981, p.23).

There were two groups; experimental and control groups. Experimental group was given treatment by using Short Message Service (SMS) Texting and control group was given no treatment. These group were given the tests, namely, pre-test and post-test. A test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group. In language testing is geared to measure how much the objective has been reached (Burhan, 2009, p.71). Additionally, according to Moore (2005, p.182) a test is a task or series of tasks used to obtained systematic information presumed to be representative of an educational attribute or series of attribute. Pre-test was given before giving the treatment to the experimental group and post-test was given after giving treatment to the experimental group; and while to the control group with no treatment.

Before implementing the test to the experimental and control groups, the writer tried out the instrument to find out the reliability and validity of the instrument and the writer analyzed the result by using SPPSS 20. In this case, the writer took content validity. According to Arikunto (2010, p.211), validity is a measurement which shows the

degree of validity of an instrument. A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc, with which it is meant to be concerned (Huges,1989, p.22),

### **Population and Sample**

A population is the groups are result one sample that will apply research investigation. (Fraenkel et al, 2012, p.91). The population of this study is all third semester students of University of PGRI Palembang majoring English Education in the academic year 2015/2016.

Sample is a research study is a one group from population which information is obtained. (Fraenkel et al, 2012, p.91). In doing the research the writer used purposive sampling to take samples. There were 40 students from 3A as experimental group and 37 students from 3B as control group.

### **Result**

In doing this research, the writer In this study, the writer used the criteria of writing scoring to asses students' writing, it focus on the students' ability in writing descriptive paragraph test. This is rating scale as the result of considerable and careful research conducted in the scoring of students' composition ( Brown, 2007, p.97).

The writer used *t*-test and independent sample test in analyzing the data. In analyzing the data, the calculation used IBM SPSS Statistics 20. The *t*-test or dependent *t*-test is used when there are two experimental conditions and the same participants took part in both conditions of the experiment. The *t*-test is used to determine just how great the difference between two means must be for it to be judged significant, that is, a significant departure from differences, which might be expected by chance alone (Popham and Sirotnik, 1973, p.124). Here, the writer compared pre-test and post-test in the experimental class and also compared pretest and post-test in control class. Independent *t*-test is used when there are two experimental conditions and different participants were assigned to each condition. Here, the writer compared pre- test in experimental and control class and also compare in post-test for both of the class.

#### **1. Pre-Test and Post-Test of the Experimental and Control Groups**

In the experimental group, the highest score of pre-test was 70, the lowest score was 50, and the mean score was 50.05. In post-test the highest score was 80, the lowest score was 60, and the mean score was 65.12.

While in the control group the highest score was 65, the lowest score in the pre-test was 45, and the mean score was 45.80. In post-test highest score was 65, the lowest score was 50, and the mean score was 46.25.

## 2. Statistical Analysis of the Pre-Test and Post-test in Experimental Group

The result between pre-test and post-test in experimental group showed that the mean difference group was -18.75 with standard deviation was 20.15, standard error mean was 3.72, and t-obtained was lower than the critical value of t-table. The null hypothesis was rejected and the research hypothesis was accepted. It means that there was significant different in the pre-test and post-test of the experimental group after treatment.

## 3. Statistical Analysis of the Pre-Test and Post-test in Control Group

The result between pre-test and post-test in control group showed that the mean difference group was -16.47 with standard deviation was 18.26, standard error mean was 2.58, and t-obtained was higher r than the critical value of t-table. The null hypothesis was accepted and the research hypothesis was rejected. It means that there was no significant different in the pre-test and post-test of the control group.

## 4. Independent Sample t-test

Independent sample t-test was used to find out whether or not there was a significant influence between the third semester students of University of PGRI Palembang Majoring English Education who are taught using Short Message Service (SMS) texting in learning writing descriptive paragraphs and those who are not. The result of this analysis was shown in the following table.

TABLE 1  
THE RESULT OF INDEPENDENT T-TEST

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	1.182	
	Sig.	.298	
t-test for Equality of Means	T	2.855	2.855
	Df	75	72.043

Sig. (2-tailed)		.020	.020
Mean Difference		5.89189	5.89189
Std. Error Difference		2.48322	2.48322
95% Confidence Interval of the Difference	Lower	.9618	.93812
	Upper	10.84210	10.88566

At the significant level  $p < 0.05$  in one tail testing with  $df = (N-2) = (40+39)-2 = 75$  the critical value of the t-table was 1.990, the table  $t$ -obtained = 2.855. It was found that  $t$ -table was higher than the critical value of  $t$ -table ( $2.855 > 1.990$ ). It means that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected.

### Interpretation

In the previous section, it was found that the highest score of pre-test in experimental was 70, and the lowest score was 50; Meanwhile the highest score of post-test was 80, the lowest score was 60. On the other hand, the highest score of pre-test in control group was 65, and the lowest score was 45. Meanwhile the highest score of post-test was 65, the lowest score was 50.

Furthermore, the result of independent sample  $t$ -test found that  $t$ -table was higher than the critical value of  $t$ -table. Alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. In other words, there was any significant influence between the third semester students of University of PGRI Palembang majoring English Education who are taught using Short Message Service (SMS) texting in learning writing descriptive paragraphs and those who are not.

### Conclusion

Based on the explanation above, it can be concluded that there was a significant influence between the third semester students of University of PGRI Palembang Majoring English Education who are taught using Short Message Service (SMS) texting in learning writing descriptive paragraphs and those who are not. On the other hand, this strategy can be applied in writing class especially in learning writing descriptive paragraph.



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