

THE USE OF WHATSAPP AS A DESCRIPTIVE TEXT WRITING TEACHING MEDIA IN JUNIOR HIGH SCHOOL

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Abstract: This research aims to describe the use of WhatsApp as descriptive text writing teaching media at grade VIII of Darussyahid junior high school in Sampang. Most of the students have problems in writing, such as poor vocabulary, difficulty with word sounds, spellings, and meanings, difficulty with sentence structure and word order being a barrier for them to write. For helping the students who found it difficult to build a sentence when making a descriptive text paragraph during the teaching-learning process, the teacher used Whatsapp as the learning media. In the teaching and learning process, the grammar review method became an effective method for the students to build sentences they need to develop a descriptive text. The design of this research is a descriptive qualitative research design. This research shows the teacher used several steps in applying a grammar review method in the WhatsApp class, such as explaining and showing the technique of making a sentence. At the beginning of the learning-teaching process, the students were shown how to use WhatsApp to help them be more active in the teaching-learning process. After the class started, the teacher applied the grammar review method to make the students easier to make a correct sentence.

Keywords: WhatsApp, Writing skills, Descriptive text

INTRODUCTION

In this era, English is an important lesson that students must learn. (Anisa & Widayanti, 2019). For developing countries, especially Indonesia, teaching a foreign English language can be complex. The pandemic condition is bound to face-to-

face teaching as usual (Prasetya, 2021).

There are four language skills in the English language, they are listening, speaking, reading and writing (Sadiku, 2015). Yulianti, Nuraeni, and Parmawati (2019) stated that besides other skills, writing is one of the important skills in English lessons. For

EFL students, writing is the most difficult skill to be master. The experience was faced by English language education (ELE) students at Universitas Internasional Batam (UIB) (Pratiwi, 2021).

Writing is the physical process of committing words or ideas to a medium, whether it's hieroglyphics written onto paper or a computerized email message. Writing, on the other hand, is the mental process of generating ideas, deciding how to convey them, and structuring them into coherent sentences and paragraphs for a reader to understand (Nunan, 2003). In the writing activities, there are some processes where they must know and apply theories to practise writing some texts. It needs extra attention for making them understand the components. The component is applied step by step from the beginning until the end of the semester (Utari, 2019).

One of the writing texts that teachers teach at school is descriptive text. Descriptive text is a text which uses appropriate details to describe persons, locations, objects, or events. An effective description will include enough varied details to convey a sense of the reported thing. The sensory

details employed are commonly selected to describe what the writer sees, hears, smells, touches, and tastes. (Rass, 2001). In the descriptive text writing test, there are two structure generics: identification and description, and there are also language features that are divided into some sub-indicators. They are the implementation of the simple present tense, specific participant, implementation of attributive, and identifying process, using an adjective, and using classifier in nominal category (Siregar & Dongoran, 2020).

One of the things that needed to write is correct grammar. The students need clear aims to learn English grammar, a learning approach by story-based, deductive and inductive, and a comfortable and meaningful learning atmosphere (Yunita, Emzir, & Mayuni, 2018).

In amidst the covid-19 pandemic, the students must learn without face-to-face, namely, they must learn from home by learning online. One of the most popular messenger applications that a mobile phone and computer could be accessed is Whatsapp. Nowadays, most people prefer to use this application to

communicate with others. Whatsapp also gives useful features in the education field, such as text, call, send video, audio, links, location, document, and pictures (Nuraeni & Nurmalia, 2020). Pratama and Kartikawati (2017) said that social media like Whatsapp messenger as a form of the progress of science and technology could motivate students after solid learning.

Wulandari (2019) stated that writing is the most difficult skill to be master. It needs more effort to learn it. From that, the teacher must have a way to motivate the students to be comfortable in learning writing. Interests and writing habits should be grown as early as possible in school by practising more than memorizing writing theories (Alwasilah, 2020). iscovery learning skills can enhance the experimental report of writing in the fifth-grade students of Muhammadiyah Sopen elementary school Yogyakarta by an average score of 75 in the first cycle to 85 in the second cycle (Indriyanti & Prasetyo, 2018).

The learning process using discovery learning by WhatsApp media is good enough. But, how can the students make writing while they don't think about grammar? This problem can

make students confused in arranging sentences as they hope. Therefore, giving a grammar review before making a promising composition is enough because the students can compose the sentences correctly according to grammar. So that their composition is readable, the students must listen, read, speak and write to show that they can use English well. There are some activities from the writing process that they must know and apply to practice writing (Utari, 2019). For supporting the teacher in enhancing English writing skills, especially in grammatical writing, the students must focus on grammatical aspects through grammar rules learning and enough time for learning it (Mali, 2016).

The research aims to know the use of WhatsApp as a descriptive text writing teaching media in junior high school amidst the pandemic. The researchers need to determine the research question according to the purpose. The research question is how the teacher uses WhatsApp As A Descriptive Text Writing Teaching Media In Junior High School. Amidst the pandemic? The data found in the process would be analyzed qualitatively.

RESEARCH METHOD

This research is qualitative descriptive method research design. This research was held at Darussyahid junior high school in Sampang. As the research sample, there was one class at grade VIII Darussyahid, junior high school, which consisted of 32 students. The research was conducted twice a week in each meeting during English class. This class has scheduled classes on Fridays and Tuesdays. The data were taken from observation of the teachers – students writing class via WhatsApp and students' descriptive text.

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Some steps were applied in this research. Because of the pandemic, the learning conducted by online learning to

facilitate the learning-teaching process, the teacher invites the students for following in the WhatsApp group. At first, the teacher. Writes instruction to WhatsApp group asking the students to look for the definition, purpose, generic structure, language features of descriptive text from any source such as book and website. Their answer is written in the WhatsApp group. After the teacher discussed descriptive texts, the teacher gave students some examples about animals, such as a cat, a dog, a horse Etc. and analyzed the generic structure together. After the students know descriptive text about animals, the teacher shared vocabulary items related to physical appearance with students. The teacher asked students to write and answer the textbook very well.

After several minutes, some students felt bored with the lesson. They are still difficult in developing vocabulary, and most students cannot understand the meaning. Before the teacher showed students some pictures of animals, the teacher asked students to mention them. Then, the teacher shared some pictures to make students easy to do the assignment. In the second online learning class, the teacher started the

class with still in the same lesson, which is descriptive text. The difference is the content; the descriptive text is about animals in the first meeting. The teacher goal was for the students to understand to describe animals' physical appearance. While in the second meeting, the teacher goal was for the students to easily make paragraph descriptive text include appearance using grammar review to continue the materials of the last meeting. He explained the definition, purpose, and role of grammar in detail.

Lastly, the teacher asked students to make a descriptive text using grammar review, write it down in their book, and then upload it. The teacher gave different pictures to each student. The teacher asked the students Darussyahid to find out the new word. If they are still confused, the students could ask the teacher soon. After the students finished doing it, the teacher chose one student to upload her written. At the end of the second meeting, the teacher repeated the materials already learned. The teacher helped them understand some vocabularies, especially in mentioning some words about animal physical appearance

because the students were lack of English vocabulary.

RESULT FINDINGS AND DISCUSSION

Findings

Because of the pandemic, the learning conducted by online learning to facilitate the teaching process, the teacher invites the students to follow in the WhatsApp group. Online learning here is learning without physical face-to-face or physical touch. Everything is virtually separated by speech. The students must follow the lesson by WhatsApp. Below is a screenshot of WhatsApp.

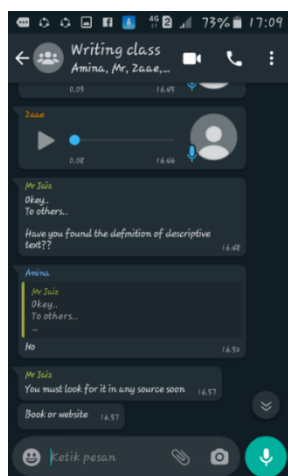


Picture 1. Whatsapp Online learning

At the first meeting, the teacher writes instructions to the WhatsApp group to ask the students to look for the definition, purpose, generic structure, language features of descriptive text

from any source such as a book and website. Their answer is written in the WhatsApp group.

The teacher started the lesson with the first topic. The topic is descriptive text. For the students to become active during online learning, the teacher gave a question to the students first before she explained the definition, purpose, generic structure, language feature of descriptive text and asked them to upload it in the WhatsApp group. It is the place where the students and the teacher conduct learning and teaching processes.



Picture 2. Screenshot of The Whatsapp Group Writing Class

After the teacher discussed descriptive texts, the teacher gave students some examples about animals, such as cats, and analyzed the generic structure.

Before the students were asked to analyze the generic structure, the teacher clearly explained the materials of a descriptive text to help them understand them easier. After that, the teacher shared the picture about the animal, a cat, and explained that the cat is white and beautiful. Then, the teacher asked them to analyze the generic structure.



Picture 3. Picture of A Cat

After the students knew how to write a descriptive text about animals, the teacher shared vocabulary items related to physical appearance. The teacher asked students to write and answer the textbook correctly.

Some materials used by the teacher enhanced the teaching-learning process. He tries to enhance the students' ability by sharing the table of vocabulary items associated with

physical appearance and asking them to look for the meaning to add their knowledge about the vocabulary. It is seen in the table below.

Table 1. Vocabulary Physical Appearance

Hair	Look	Height	Eyes	Body	Face	Lips	Chin	Cheeks	Age
Long	Beautiful	Tall	Brown	Slim	Long	Red	Sharp	Chubby	Young
Short	Ugly	Short	Green	Fat	Round	Pink	Pointed	Fat	Old
Curlly	Charming	Medium	Blue	Thin	Oval	Thick	Round		
Black	Cute		Black	Small	Square	Thin	Cleft		
Blond	Handsome		Shiny	Skinny		Full			
Wavy	Cool		Big						

After several minutes, some students seemed bored with the lesson, yet they were still difficult in developing vocabulary, and most students could not understand the meaning, so the teacher showed students some pictures of animals. The teacher asked students to mention them. Then, the teacher shared some pictures to make students easy to do the assignment. Different people have different thoughts, and the student can be bored easily if they still have difficulty with comprehension. The students could not choose the correct words to build sentences. Therefore, the teacher became a motivator to the students to be comfortable to do the

task. The teacher asked them what their favourite animals? Because the students look difficult to mention their favorite animal, the teacher shared some pictures to be chosen by them and then asked them to focus on topics given by the teacher.

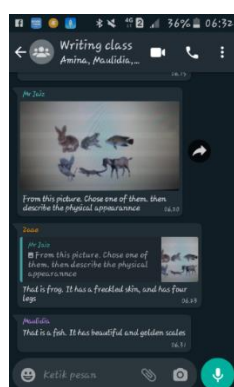


Picture 4. Animal Pictures For Assignment

The teacher asked students to describe their physical appearance above and tried to motivate them to be more active. It can be said that the English teacher was trying to build their critical thinking. At that moment, some students were excited to mention the physical appearance of animals in the pictures, but some students could not mention the words in English correctly, so the teacher helped the students to mention the words in English. The majority of students were enthusiastic about mentioning some physical appearance of an animal they saw. The students could easily answer the animal

appearance in that picture. The answers show that students can analyze and identify the object.

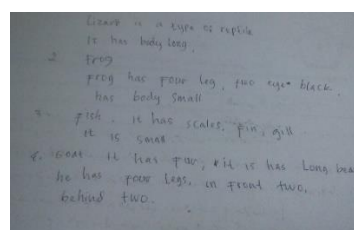
After the teacher asked the students to mention their favourite animals, he asked them to describe their physical appearance. Some of the students can answer it. Nevertheless, a few of them were not excited to answer the question by making some unnecessary comments on WhatsApp, and some did not give any reply because the teacher gave another motivation. After some time, some of the students could describe the physical appearance of the animals. Which can be seen from the WhatsApp screenshot below:



Picture 5. Describing Pictures

After the teacher explained how to describe the picture, the students continued their task. The teacher ordered the students to mention the animals and then describe their physical

appearance by writing on the book then uploading it for grading. This time the students need much time to finish their tasks. Students can finish their task after 35 until 40 minutes later and upload it for grading. The teacher checks students' answers and discusses that material. The results show that the students could describe the animals' physical appearance, but most could not make a good sentence.

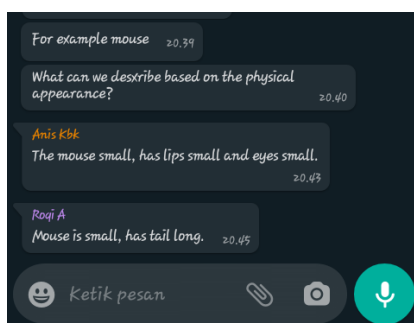


Picture 6. Student Answer Sheet

These activities were done until the allocated time was up. At the end of the first meeting, the teacher asked students to reflect on what they had learned on that day. After that, the teacher gave students a clue that they still learn about descriptive text next meeting but would be mixed with grammar review.

Before closing the class, the teacher asked about the descriptive text that the students learned that day. Moreover, the students reflected in about 15 minutes until the time ran out.

They wrote their learning reflection on group WhatsApp.

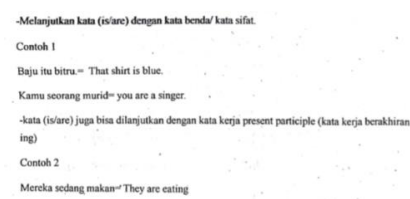


Picture 7. The Students' Reflection

In the second online class meeting, the teacher started the class, still with the same lesson, which was descriptive text. The difference was the content; the descriptive text is about an animal in the first meeting. The teacher goal was for the students to understand to describe animals' physical appearance. While in the second meeting, the teacher's goal was to make the students easily make descriptive text paragraphs using the grammar review method. to continue the materials of the last meeting., The teacher explained the grammar definition, purpose, and rule in detail.

For the English teacher, the process of explaining definition, purpose, and role is to set teaching goals. Here, the English teacher guided students to develop their thinking from

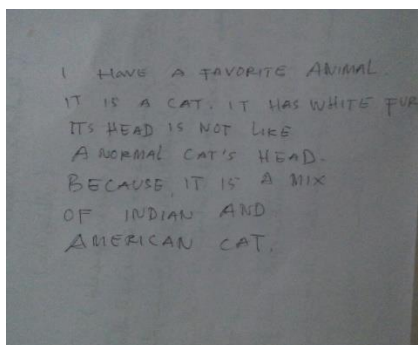
relevant information. The English teacher explained the definition of grammar for helping students get background knowledge of the text structure. At the same time, explaining the background can make students understand the meaning of grammar, and it can promote students' critical thinking. This method makes students know how to write descriptive text well. Besides that, applying this method helps the teacher in the teaching-learning process.



Picture 8. Grammar Materials

The teacher asked students to make a descriptive text using grammar review, write it down in their book, and then upload it. The teacher gave different pictures to each student.

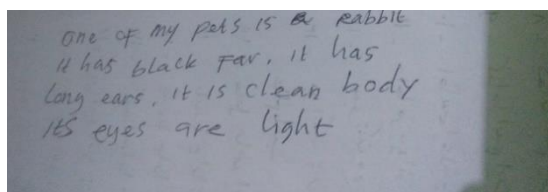
To make the students easier to do their tasks, the teacher shared some topics such as Cow, Chicken, Rabbit, and Bird. The students chose one of the animals, which would be topic making a descriptive text. The teacher gave ten until 15 minutes to finish their task.



Picture 9. Descriptive Text

The teacher asked the students to find new words, and if they were still confused, they could ask the teacher as soon as possible. After the students finished finding new words, the teacher asked them to upload their writing.

In order to develop the students' grammar and vocabulary, the teacher gave the task to the students to write the new words into a paragraph. However, there is one of the students who can not do it. So the teacher helps her to make the sentence correctly.



Picture 10. A Student's Paragraph

By the end of the second class, the teacher repeated the materials that had already been learned on that day.

The teacher helped them understand some vocabularies, especially in mentioning some words about animal physical appearance because the students were lack of English vocabulary. Before the teacher closed the class, the teacher concluded the material taught that day and explained it to the students again. So that students remember and understand the lesson better. The teacher also mentioned some physical appearances of animals and meanings to the student to have more vocabulary knowledge.

Hair		looks		Height	
Long	Panjang	beauty	Cantik	Tall	Tinggi
Short	Pendek	ugly	Jelek	Short	Pendek
Curly	Keriting	charming	Menawan	Medium	Sedang
Blond	Pirang	cute	Imut		
Wavy	Bergelombang	Handsome	Tampan		
		cool	Keren		

Table 6. Vocabulary the meaning of physical appearance

Discussion

Writing Teaching and Learning Process Via Whatsapp

Because of the pandemic, the learning conducted by online learning to facilitate the learning-teaching process, the teacher invited the students to follow the lesson in the WhatsApp

group where they can write a message, upload and download the materials in the WhatsApp group. It is the replacement of the classroom setting. The students agree with the teacher's opinion about it. It is shown in picture 1. In the picture, it is seen that the teacher invited the students to follow the WhatsApp group.

The teacher wanted to know the students' English ability level in the first meeting. The teacher gave them a topic of descriptive text because the teacher would ask the students to describe a picture, especially about animals. To make the students describe a picture, the students must know about what the descriptive text is earlier. Therefore, the teacher asked them to look for the definition, the purpose, the generic structure and the language feature of the descriptive text. The teacher did not force them to find it only in the book. However, he gave freedom to the students to look at the descriptive text in any source, such as in the book or website. It is seen in Picture 2. By that, the teacher can make the students active in the class.

After the students found the materials, the teacher asked them to read and upload them to the WhatsApp

group. For adding the students' comprehension, the teacher and the students discussed it together. After the students understood the descriptive text, the purpose, the generic structure and the language features, the teacher gave them an example of an animal picture. It is seen in picture 3. The teacher mentioned to the students that it was a cat. It is a beautiful white cat. Then the teacher and the students analyze the generic structure of it together. The students can answer it fast because they understand the materials.

After the students understood the descriptive text well, the teacher shared vocabulary items related to physical appearance. Table 1 is the vocabulary physical appearance. Then the teacher asked them to look for its meaning and write it in their textbook very well. They did the task for a very long time, so some of them felt bored to join the lesson because most of them were lacking in the vocabulary, and it was also difficult to find the meaning of the vocabulary of the physical appearance. Then the teacher gave them motivation in order that they would be motivated to study.

After that, the teacher asked them what their favourite animal was.

Before that, the teacher did not share animal pictures. Nevertheless, the teacher shared the animal pictures like in Picture 4 and asked the students to mention their favourite animals. After the students mentioned it in the WhatsApp group, the teacher asked them to describe their physical appearance. Some students are excited to mention the physical appearance of animals in the pictures, but some students cannot mention the words in English correctly, so they are only silent without sending the answer. Then the teacher helped the students to write the words in English. He wrote some examples of the physical appearance of their favourite animal.

The majority of students were enthusiasts mentioning some physical appearance of an animal that they have ever seen. The students can easily answer the animal appearance in that picture. The answers show that students can analyze and identify the object. Picture 5 is a WhatsApp screenshot of one of the students who can answer the animal appearance in that picture. After the students can answer one of the physical appearances of animals in the picture, the teacher asked them to describe the physical appearance of all

the animals in the picture by writing it in their textbook then uploading it for grading the teacher. Maybe they took 35 until 40 minutes to finish their task. After a long time, finally, the students finished the task and uploaded it to the WhatsApp group.

After the teacher checked it, they could mention the physical appearance of the animals, but some of them could not build the sentence well. Picture 6. is one of the students' tasks. They should write "long body", but they write "body long", they did not know how to merge a noun and adjective. They also did not know that a plural countable noun must be added by "s". They write "four leg" no "four legs". "Two black eyes" no "two eye black". Because if there is a misplaced word, the meaning will be different. They should put an adjective before a noun and add "s" if the noun is a plural noun. To describe the physical appearance of animals they have seen, maybe they could answer it. However, for making the sentence well, most of them could not do it. They wrote "body small" which should be "small body". It should "is" be not written in the verb sentence, but they wrote "it has" no "it has", it should be "two in front" no "in front

two". However, they are still confused about arranging the words correctly. Therefore, they need some methods to fix the mistakes. And the activities at the first class were done until the time was up.

Before closing the class, for the students' remembering knowledge that day, the teacher asked the students to reflect on the lesson and concluded their explanation. The reflection is seen in Picture 7.

Grammar Review Method in Teaching and Learning Process Via Whatsapp

In the second meeting, the teacher started the teaching-learning process. The lesson was still about a descriptive text. Nevertheless, in the second class, the teacher gives different ways of teaching in order for the students able to make a paragraph of the descriptive text, which was the grammar review method. At first, the teacher uploaded the materials then asked the students to read them. He gave several minutes to the students to read the materials about grammar carefully.

After that, because most students did not misunderstand the materials just by reading it, the teacher explained the definition, the purpose and the role of grammar in every detail.

He explained the materials one by one, which would help the students make a paragraph sentence well. The teacher and the students discussed it carefully to understand it correctly and in order that it is not difficult to do their next task. In the writing activities, there are some processes where they must know and apply theories to practise writing some texts. It needs extra attention for making them understand the components. The component is applied step by step from the beginning until the end (Utari, 2019).

After finishing the explanations, the teacher asked the students to make descriptive text, and he asked them to write it in their book then upload it. The teacher gave each student different pictures, such as Roqi Antono describing a cow, Sirojuddin: a cat, Amina: chicken. The teacher gave ten till 15 minutes to the students for finishing it. Picture 9 is one of the descriptive texts. From the tasks which they uploaded, it is seen that most of them can write descriptive text well. Writing descriptive text is used to know the knowledge and ability of students writing (Nurfidoh & Kareviati, 2021). They can put an adjective and noun in the true place such as "favourite

animal” if before studying grammar, they put the adjective after the noun. They also know that “is” is in the nominal sentence, not in a verbal sentence like what they did in the first class. They know that a single noun must be added by “a” like what they wrote” a cat”. Enhancing grammar skills by describing a picture and using the right teaching strategy is important for developing the students’ English learning. Describing a picture is effective and suitable for enhancing students’ grammar and speaking skills (Murni, 2018).

For developing their grammar, the teacher asked the students to find new words and then asked them to make a paragraph sentence using the new words and write it in their textbook very well, then capture and upload it. The students uploaded their tasks and wrote the paragraph sentence very well. However, in their answer, one could not do it because the words they used are similar to those used in the daily language. As seen in Picture 10, They only wrote: “clean, body, black”. They should write new words which were not mentioned by the teacher before. Then the teacher helped her to find the new words. The teacher wrote some new

words which she could use. Students’ mastery of vocabulary improved by developing vocabulary and grammar. The average score in the first cycle is 60, and 80 in the second cycle (Genoveva et al., n.d.). Students were suggested for paying attention to all components of descriptive text. The teacher must help the students use grammar and new vocabulary well and help them organize and develop their ideas well.

Furthermore, like in the first class, before the teacher closed the class. He repeated the lesson that day by a conclusion. Moreover, the students could develop their knowledge about some vocabulary physical appearances of animals which they learned that day. He shared the vocabulary with the meaning. A translator must have the ability to translate the meaning in a single sentence or words sequence. Various ways of translating are provided to the translator to achieve accurateness, equivalence, and make the translation acceptable (Tarigan, 2018).

The use of WhatsApp in developing writing skills of descriptive text looks very undertaken. The teacher conducted some methods, such as applying the grammar review method

for developing descriptive writing text, uploading the materials, sharing the vocabulary, and repeating, to make the students enjoy and comfortable following the lesson. One of the most popular messenger applications that a mobile phone and computer could be accessed is Whatsapp. Most people nowadays prefer to utilize this program to communicate with others. Whatsapp also can have educational value in its feature such as texting, calling, sending video, audio, links, location, documents, and photos (Nuraeni & Nurmalia, 2020). The research shows that WhatsApp in developing writing skills of descriptive text grammar review method is effective. However, still, there are weaknesses from it, such as it requires a fairly fast and stable internet connection, it requires a smart device such as an adequate android or laptop. For some students, online learning is difficult and difficult to understand. There is no direct interaction between the teacher and the students. Those can hinder the teaching-learning process.

The teacher should be more creative and discriminating in generating materials based on the students' conditions and needs when teaching English. To put it another way,

the teacher should vary their teaching methods and use appropriate media and methods, such as using social media through Whatsapp. It is used in the writing exercise to assist pupils in organizing and exploring their thoughts when they are stuck. It is hoped that using WhatsApp will motivate students to be more creative and active and reflect their interests so that they will be able to comprehend the lesson, enjoy themselves, and find it easier to come up with new ideas. The researchers believe that many media and methods can be used to teach writing descriptive text in an easier, practical, and more enjoyable way. Whatsapp is just media that can help the students write a descriptive text.

CONCLUSION AND SUGESSTION

Writing is a process of organizing ideas, opinions, and feelings into written form. Most of the students have problems in writing, such as poor vocabulary, spelling, and meanings, difficulty with sentence structure and word order being a barrier for them to write. The implementation of teaching writing descriptive text by using WhatsApp has several steps: explanation and showing of the technique. The observation shows that

the teacher's learning and teaching process of descriptive text using WhatsApp effectively improves the students' writing skills and improves students' vocabularies. During the teaching-learning process, the teacher also applied a grammar review method that helped the students build the sentence correctly.

The researchers suggest that all teachers be more creative and vary in choosing the right media and methods to develop students' enthusiasm and interest so that they can understand lessons easily and improve their language ability.

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