

ENHANCING STUDENTS' WRITING SKILLS VIA WHATSSAPP GROUP AT SD NEGERI GELAM 1 CANDI SIDOARJO

Tri Andayani¹ Sulistyaningsih²

Universitas PGRI Delta Sidoarjo, Sidoarjo, Indonesia

triandayani19031977@gmail.com

Received: 06/03/2024

Accepted: 16/03/2024

Publication: 01/04/2024

Abstract

The use of technology in education can influence English teaching and learning methods, particularly writing, which has evolved, namely using online writing forums. These forums provide many benefits for researchers or students. This study aims to improve the ability of students of 5 grade SD Negeri Gelam 1 Candi, Sidoarjo in English lessons, especially writing. Because the students' grades have not been able to reach the KKM number determined by the teacher, this study is classroom action research conducted on 26 students in 3 cycles. During 3 cycles, students are given topics in English and invited to submit written opinions and refute or respond to the opinions of their classmates. Based on the results of the study, students' writing ability scores using WhatsApp Group, in Pre-cycle got a score of ≥ 75 (19%), Cycle 1 got a score of ≥ 75 (75.07%), and Cycle 2 got a score of ≥ 75 (100%). Scores reflecting students' writing ability, as assessed through WhatsApp Group, showed improvement in 21 students, or 80.76% when comparing the pre-cycle period with cycle 2. It is proven that using WhatsApp Group can improve students' learning ability. Writing skills improved after using WhatsApp Group as a strategy for writing text. The research reflects positive perceptions among students regarding the use of WhatsApp Groups in improving their writing skills, with significant benefits seen in creativity, expression, and overall writing quality. And students are declared graduates because they can obtain and exceed the specified KKM score.

Keywords— WhatsApp Group, Writing skills, SD Negeri Gelam 1

Introduction

The rapid development of technology and information has brought many impacts in various fields, and the rise of information and communication technology has greatly changed human lifestyles. The development of technology and information ranging from transportation tools to electronic devices has made it easier for humans to complete their tasks, which is then in its development called the 21st century era. (Laksana, 2021). Education has also developed along with the development of technology to make it easier to solve problems. Education problems are closely related to the tools for carrying out the learning process with technology.

Currently, technology in the world is rapidly developing, which certainly influences various aspects of life, such as economic, educational, political, artistic, and even cultural aspects. The development of technology is one of the things that cannot be avoided from life, it must also experience developments that are in line with the development of technology. (Amansyah & Nasution, 2024). Technology is one of the tools that has a very important role in accelerating the process of knowledge transfer. Now the integration of technology has resulted in progress and reshaped our society,



changing the way people live, work, and think. (Andriani & wiza, 2023) Education in society began to develop as technology advanced, and there was research and development that adopted technology even simpler and more fun. As a result, if they want to prepare students for life in a "knowledge society", schools and other educational institutions should consider incorporating ICT into their educational programs.

Some examples of ICT are television, computers, and the internet. Similarly, E-learning is a technology media that can help improve, expand, and improve education. According to (Damai, 2021) Utilizing E-Learning as a platform for managing learning is highly suitable due to its user-friendly nature, requiring minimal procedural knowledge for operation. This accessibility makes it feasible for anyone to utilize E-Learning for managing their learning process. Various learning activities can be conducted through E-Learning, including engaging in chats with peers or teachers, establishing discussion forums, seeking learning consultations, and completing online assignments.

E-learning is one of the most successful information and communication technology (ICT) innovations in education. The incorporation of e-learning into the education system has resulted in a more accessible, adaptable, and learner-centered teaching and learning ecosystem. The application of e-learning can be done through the use of various tools. As stated (Artarini & Putri, 2024) one example is WhatsApp Group. WhatsApp is a cross-platform messaging application that allows users to exchange messages without SMS fees because WhatsApp uses the same internet data plan for email, web browsing, and others.

One of the online learning media that teachers can use to improve four English skills and also its components is the WhatsApp Group. This application is very popular and the easiest to use because it can send photos, audio, documents, and videos not only individually but can also be done in groups. (Wulandari & Mandasari, 2021) Teachers can use WhatsApp Groups to form groups for specific subjects such as English Lessons, giving students access to many teachers and online resources. This makes students prepare for topics while also receiving updates on activities, assignments, and questions on topics

The convenience provided by the WhatsApp Group application provides opportunities for teachers to develop the classroom more broadly, both inside the classroom and outside the classroom. It was conveyed by (Shana, Alyatim, Alkhazaleh, & Alshalabi, 2021) that WhatsApp Group can help students improve the way they learn by improving their ability to communicate, interact, structure, and explore abilities. This statement is supported by (Shaharane & Rodzi, 2016). They state that WhatsApp Group could be scaled up to operate as a pedagogical/cognitive tool to help shift classroom focus away from being teacher-centered and organized and to being student-centered and open to discussion, inquiry, and innovative thinking on the student's side as active contributors.

This WhatsApp Group application has been widely used by teachers, especially English teachers. English teachers use it to provide material, submit assignments, and conduct discussions and discussions about writing. Similarly, researchers have conducted many studies on the use of WhatsApp Groups in improving students' English skills, such as writing, reading, listening, and speaking. In short, WhatsApp Group has been used specifically to improve students' language skills. In particular, the WhatsApp Group application can be used by teachers to improve students' writing skills. Writing skills are often the main focus of some studies because they are challenging skills. According to (Rashid & Hui, 2021), Writing ability involves aspects such as judgment, intelligence, fluency, and grammar. However, some people are not skilled when it comes to basic spelling, grammatical structure, punctuation use, or capitalization. Errors in syntax, sentence structure, verb forms, and spelling often indicate a lack of good writing skills due to language barriers. An effective piece of writing starts with the use of proper vocabulary. Students need to master both written and oral communication. Writing aims to provide clear information to the reader and requires the use of accurate language. For students who struggle with grammar, crafting appropriate sentences may be challenging.

Cases regarding lack of writing skills were found in the fifth grade of SD Negeri Gelam, Candi, Sidoarjo. The class consists of 26 students including female and male students. English teachers use special assessment rubrics to assess their writing skills. The criteria observed based on the scoring rubric used by the teacher are content and ideas, structure and organization,

coherence and cohesion, writing style, and last but not least grammar, and spelling. The score results shown by the English teacher are categorized as unsatisfactory. Only 5 out of 26 students in the class can pass the standard grade (KKM) in writing skills.

Teachers explain that students generally lack grammar and word structuring. This is influenced by the rare opportunity for the students to be exposed to English reading texts. Another reason, limitations by time likely cause the score to be low. In addition, English teachers in this school still use traditional methods in delivering writing materials to students. They explained that they often use the paper-based assignment method for teaching, students are asked to fill in the blanks provided by the teacher after they read the passages and are done. So it can be concluded that the incident that occurred at SD Negeri Gelam 1 Candi, Sidoarjo needs improvement. Teaching needs to be shifted to modern ways so that writing teaching skills in English classes can be more interesting and build student motivation to learn more about English.

Based on the events described above, to improve students' writing skills can use the Student Writing Forum method. The improvement of students' writing skills can be done through one of the modern methods called Online Writing Forums. Online forums allow students to review, discuss, and reinforce lesson information. The basic assumption is that an online community is a group of individuals with similar interests but based online and have unlimited activities because they use online media. Through online writing media, you can share understanding and exchange information to create new knowledge. Students can also actively participate in the learning process. (Agusta & Amara, 2022) Online writing forums ensure data remains available by storing students' written messages in a virtual environment, accessible at any time, and assessed when needed, highlighting the importance of relevant information for teachers. There are several opinions about research using WhatsApp Group, the first is according to (Rahmi & Sari, 2022) The purpose of these service activities is to support educators and students, particularly in extracurricular writing, by engaging students both online and offline through active guidance. Top of Form This activity can hone students' ability to explore their writing skills through WhatsApp groups in MTsN 5 Padang Secondly, another study was conducted (Wilson, 2020). WhatsApp Group, functioning as a social media chat platform, enables convenient communication, interaction, and online discussion among users without incurring significant costs. Users can communicate using either writing, voice, or video. Using an Online Writing Forum can reflect students' writing skills through WhatsApp Groups. WhatsApp Group (WA Group) is one of them that can be used to create groups (study groups) that function as learning media, where educators and students can exchange information, disseminate information, and create a learning discussion forum about subject matter, assignments, or just give greetings by educators to students that can motivate learning thus, there are some shortcomings found in the use of WA Groups as media learning, including if the signal is not good, it will certainly hinder the process of sending material/lesson assignments, there are some students who misuse cellphones not for learning. Third, research by (Erliana, 2024) found that examiners the impact of WhatsApp-based teaching in using Language Learning Strategies (LLS) is indirect on academic writing performance. The average of the pre-to-post tests of all indicators increased. In keeping with current trends, WhatsApp Groups can be used as a Language Learning Strategy (LLS) teaching tool

However, the three previous studies above did not examine further the effectiveness of using the Online writing forum method on the WhatsApp Group platform in improving the writing skills of elementary school students. Therefore, it is important to carry out this research with the title Improving Student Writing Skills through Online Writing Forum on WhatsApp Group at SD Negeri 1 Gelam, Candi, Sidoarjo.

Shifting teaching strategies raises the question of whether writing forums in online learning environments will enhance the improvement of the learning process, as the conclusions of this study are intended to enhance traditional learning by offering a more effective learning environment. Before its actual implementation, it is important to ascertain the impact of using online writing forums and the potential for successful implementation. Therefore, learning more about the application and impact of online writing forums is important and beneficial.

Research Questions



The research question is "Is it possible to improve the writing skills of students through the Implementation of an Online Writing Forum on WhatsApp?".

Research Objectives

This study aims to describe the improvement of students' Writing Skills through the Implementation of an Online Writing Forum on WhatsApp Groups.

Research Significance

This research can provide new insights regarding the use of Online Writing Forums in WhatsApp Groups as a method to improve students' writing skills. In addition, the results of this study can be used as a reference when teachers want to change their conventional teaching methods into interactive and modern teaching integrated with current technology.

Literature Review

WhatsApp, a widely utilized social media platform, plays a significant role in facilitating community activities. Accessible via Android smartphones, it has become an integral tool in today's educational landscape. Leveraged for disseminating information through text and video messages, WhatsApp offers diverse features that support learning, particularly through its Group system. These groups serve as virtual classrooms, enabling the creation of online courses with specific materials. WhatsApp's versatility extends to verifying users, storing contacts, and sharing course materials efficiently. Its Group feature accommodates numerous students, fostering a dynamic learning environment. Moreover, its accessibility on laptops via WhatsApp Web further enhances its utility in education. Renowned for its simplicity yet widespread reach, WhatsApp Group remains a preferred choice for facilitating learning across various demographics. (Susilo & Sofiarini, 2021)

Research Method

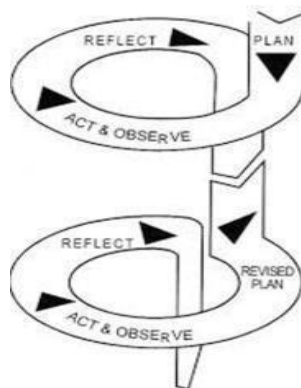
The study that was employed utilized Action Research, with the focus of this investigation being the writing of articles for fifth-grade readers at SD Negeri Gelam1, prompted by the observation that the readers and outcomes were not meeting expectations. Similar to the approach outlined by (Adnan & Latief, 2020), the PTK process was initiated with pre-research conducted to explore information related to learning problems in the classroom. Subsequently, questions were addressed: (1) Why was there a problem? (2) What was the problem? (3) How could problems be solved by examining them? Innovative teaching strategies, techniques, or mediums were sought to address problems occurring in the classroom and the characteristics of the readers. The examination, serving as a pre-test platform, was followed by consistent implementation, and ultimately concluded with a post-test.

Research Subjects

The participants of this study comprised 26 fifth-grade students from SD Negeri Gelam 1, Candi, Sidoarjo, encompassing both male and female students.

Procedure

This type of analysis is a category that has been associated with Kemmis & Mc. Taggart's spiral model consists of planning, implementing actions, observation, and reflection (Hanik, D. U., 2023). Four stages of work were undertaken. The stages are outlined as follows: In these stages, an hour of learning subjects, assistance, materials, schedules, and audio-visual aids were studied by the examiner. The next step to be realized was implementation or execution. Researchers operated by the plan at this stage. The third step was observation. All data was collected for analysis under scrutiny. The fourth step was reflection. In this phase, the examiner attempted to contemplate the outcomes of the first stage. The outcomes included an examination of teaching in the classroom.



Classroom action Researchers cycle according to Kemmis & Mc Taggart.

Collecting and Analyzing Data

The test was administered three times. Each test was conducted in every cycle, thus the study comprised three cycles including: (1) pre-cycle; (2) cycle 1; (3) cycle 2. The scores obtained from each cycle were compared with each other to determine whether there was improvement or not. The student evaluations from each cycle were compared with the evaluation scores of the subsequent cycle, specifically comparing the evaluation scores at the end of cycle I with those of cycles I and II. If the evaluation score in cycle I increased from the pre-cycle, it was assumed that the utilization of online writing forums in WhatsApp Group could enhance the writing skills of 5th-grade students at SD Negeri Gelam 1, Candi, Sidoarjo.

Success Criteria

The success criterion set in this study is getting more than or equal to 75. (Masjudin & M., 2017). The focus is on evaluating the process and results of teaching and learning activities through established success criteria. Various measures are used to assess the effectiveness of the teaching and learning process. The success criteria of Classroom Action Research start from the class problem to be addressed and the class goals to be achieved. Thus, a study is considered successful if 80% of students achieve a score equal to or higher than 75, meet the Minimum Mastery Criteria (KKM), or exceed it. If the research does not meet the criteria, it is considered unsuccessful and improvements are needed to achieve the target.

Findings and Discussion

Write online by utilizing the WhatsApp Group platform. Instructors assign writing assignments to guide students in writing forums. Furthermore, students share their opinions through writing and engage in interactive communication by responding to the opinions of their peers. This approach is repeated for three cycles. After each cycle, a test is administered to evaluate the student's writing ability. Before starting each cycle, a pre-test is conducted during the pre-cycle phase to assess students' initial writing skills. The results of each test are used as success criteria.

Success Criteria

Success criteria are emphasized on the process and product of teaching and learning activities. Many criteria are used to measure the success of the teaching and learning process.

According to (Kharisma, 2023) Assessment criteria and considerations from several stakeholders are key factors in assessing the degree of success and potential enhancements in both procedures. (Suciani, Azizah, Gusmaningsih, & Fairin, 2023). The success criteria for Classroom Action Research stem from the class problem to be solved and the goals to be achieved. Thus, this study is called successful if 80% of students achieve a score equal to or greater than 75 as the Minimum Mastery Criterion- Minimum Completeness Criterion (KKM) or higher. If the study has not met the criteria, it is called unsuccessful and needs improvement to meet the target.

We have carried out English learning with the online writing forum method using WhatsApp Group. The teacher has placed the theme as a writing forum guide, and then students express opinions and respond to the opinions of their friends in the form of writing so that a fun writing forum occurs.

This method is used for three cycles. After completing each cycle, an assessment is conducted to evaluate the student's writing ability. Before starting the cycle, a pre-assessment is conducted during the pre-cycle phase to ensure students' initial writing skills. The results of this assessment serve as a benchmark to measure the effectiveness of this approach.

Pre Cycle

Table 1. Student pre-test achievement

Number of students	Score ≥ 75	Score ≤ 75	Tengah	The percentage of difference to the smallest number
26	5	21	63,23	
100%	19%	80,76%		

A total of 26 students participated in the assessment. Among them, only 5 students, constituting 19%, achieved a Writing Skills score of ≥ 75 . In contrast, the remaining students, accounting for 80.76% (21 individuals), fell below the completeness threshold, scoring ≤ 75 . The success criteria demand that students score 75 or more ideally $\geq 80\%$. As a result, since they have not met this standard, there is a need for improved mastery of their Writing Skills. To overcome this, the application of Cycle-1 which utilizes Online writing forums about WhatsApp group techniques is highly recommended. The results of each test serve as a standard for measuring the effectiveness of this approach.

Cycle 1

Table 2. Student written score achievement in Cycle 1

Number of students	Score ≥ 75	Score ≤ 75	Tengah	The percentage of difference to the smallest number
26	19	7	73,65	14 students
100%	73,07%	26,92%		16,46%

The total number of students is 26. Students who scored Writing Skills ≥ 75 totaled 19 people or 73.07%. While students (with a score of ≤ 75) who have not achieved completion as many as 7 students or 26.92%. The limit of the success criteria is if the student scores $75 \geq 80\%$. Thus, they have not yet reached the standard of completeness. To improve their mastery of Writing Skills, they need to do Cycle 2 using the Online Writing Forum on WhatsApp Group.

Cycle 2

Table 3. Student writing scores achieved in cycle 2



Number of students	Score ≥ 75	Score ≤ 75	Tengah	The percentage of difference to the smallest number
26	26	0	91,80	
100%	100%	0%		24,62%

The total number of students is 26. Students in cycle 3 who scored Writing Skills ≥ 75 were 26 people or 100%. While the students (with a score of ≤ 75) who have not reached completion are 0 people. The limit of success criteria is if the student who gets a score of $75 \geq 80\%$. Thus, they have reached the standard of completeness. due to the student's mastery of Writing Skills, it has gained more than 80%.

Increased writing success

Table 4. Improvement of students' writing skills from pre-cycle to cycle 2

Phase	Pre-cycle	Cycle 1	Cycle 2
Score ≥ 75	5	19	26
%	19%	73,07%	100%

In the Pre-cycle stage, only 5 students (19%) achieved a writing skill score of 0. Due to the low number of students who achieved this score, improvement efforts were made by applying the Online Writing Forum technique on WhatsApp in Cycle 1.

In Cycle 1, after going through three stages of the Classroom Action Research process there was an improvement, with a total of 19 students (73.07%) achieving the success criteria. In this cycle, there was an increase of 14 students or 16.46%. However, since this percentage is still below 80%, Cycle 2 begins.

In Cycle 2, all 26 students (100%) achieved a score of ≥ 75 . The increase in students' abilities from Cycle 1 to Cycle 2 is 7 students. The overall increase from the Pre-Cycle to Cycle 3 period was 26 students, accounting for 91%.

The average score achieved on the pre-test by students only reached 63.23, which means this score is still below KKM. The lowest score is 60, while the highest score is 80. The highest score has exceeded KKM, but only five students have been able to achieve it.

After doing the pre-test, the students were introduced to an online writing forum using WhatsApp Group. The teacher has prepared the class and posted the written materials online for the first cycle. The students have been given a link to access the online writing class. In the Post, they write down their opinions and respond to the opinions of their classmates according to the initial theme. After applying this method, the teacher conducts a test in cycle 1 to find out the improvements experienced by students.

Based on the student score results table, the average student score in writing increased from 63.23 to 73.65. This average value increased by 16.46%. The lowest score is 60 and the highest score is 80. After cycle 1 is over, the teacher continues the implementation of cycle 2 with the same pattern. Results in the third cycle also increase, but not as much as in the 2nd cycle. In cycle 2 the average score of students increased from 73.65. to 91.80, so it can be seen that the percentage increase is 24.62%. The data are shown in table number 4 in the appendix

Attachment

Table 5. Students' score achievement throughout the phases

NO	Name	Pre-Cycle	Cycle 1	Cycle 2
1	NAFEEZA	80	90	100
2	BALQIS	77	90	99
3	DIANDRA	77	90	98

4	SITI AISYAH	75	85	95
5	SHAKIRA	75	85	95
6	HABIBI	60	85	95
7	NASHWA	60	85	95
8	FATIMAH	60	85	95
9	GENDIS	60	85	95
10	KRISTIAN	60	75	95
11	DETITA	60	75	95
12	AQILA	60	75	95
13	MAREZYA	60	70	95
14	NAFIS	60	70	90
15	LAILATUL	60	70	90
16	ANDINI	60	70	90
17	HOIRUL ANAM	60	70	90
18	RYU	60	70	90
19	NAFIS	60	70	90
20	DAFFA	60	60	90
21	ZACKY	60	60	90
22	HESTU	60	60	90
23	AHNAFI	60	60	90
24	KAFABI	60	60	80
25	RAMANDA	60	60	80
26	RENDRA	60	60	80
	total	1644	1915	2387
	Avarage	63,23	73,65	91,80
	The difference between the largest and smallest numbers		10,42	18,15
	The percentage of difference to the smallest number		16,46%	24,62%

Based on the description of the results above, it can be interpreted that the application of the online writing forum method using the WhatsApp Group platform can improve students' writing skills. The results of the last cycle show that students can achieve or exceed KKM scores. Due to this statement, it can be concluded that the use of online writing forum methods on the WhatsApp Group platform has shown success. The results of this study have met the success criterion, which is more than 80% achieving KKM.

Using WhatsApp Groups, students can access the forum at any time, which gives them more time to prepare the writing before writing. In addition, they have more time to practice writing through online writing sessions. Pre-writing, also known as "pre-writing", has the purpose of helping writers develop ideas, relate them to supporting information, and create a logical framework. The importance of pre-writing training at school age is seen as an effort to prepare children for Education. (Lestari & Watini, 2023). According to (Alamelu, 2020), pre-writing is the initial stage of writing. At this early stage, students are encouraged to gather their opinions on the subject they are studying and are given an environment that allows them to speak freely. This is called the initial stage of writing development.

The description above can be interpreted that with the online discus forum session, students have the opportunity to explore the themes presented by exploring related information. Digging for information can be easily done by scouring the internet for online resources. In this

context, (Onyema, E.C., Noorulhasan, & Sanober, 2019) state that the use of online resources allows students to have more opportunities to share their ideas with other students and teachers, as well as allows them to personalize their learning process, which encourages the formation of "new knowledge structures" and deep learning. Students have the opportunity to analyze the various information they have obtained after they have collected it. This analysis is very important before they give their opinion and respond to the opinions of their classmates. With the existence of online writing forums, productive interactions, ideas, and exchanging knowledge are easier because of the WhatsApp group platform. The process of acquiring writing skills online involves The student's further learning outcomes become better. Student participation in online writing can increase confidence to try new things and respond to questions more accurately. As a result, it is easier for students to formulate answers systematically, for both assignments and assessment exams.

Conclusions and suggestions

Research findings show that students at SD Negeri 1 Gelam, Candi Sidoarjo have improved their writing skills due to using WhatsApp Group as a platform for online writing forums. Each cycle saw an average value increase, eventually surpassing the KKM in the last cycle.

However, in its implementation, the time is very short so it cannot be optimal and very limited. Gadgets can only be used for 1-2 hours during English lessons, which in our opinion makes the results achieved in this study less than optimal. Because the time in the pre-writing stage will also affect the quality of the writing. It is recommended that research be carried out by changing teaching hours that be more flexible in using gadgets to achieve more significant results.

References

- Adnan, G., & Latief, M. (2020). *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kuslitstid, Penelitian Tindakan Kelas*. Yogyakarta: 18 September 2020.
- Agusta, R., & Amara, M. (2022). Analisis Komunitas Online Komunitas Menulis Online Indonesia (KMO). *Dinamika SosialBudaya*, vol.24 no.2, 360-385.
- Alamelu, M. (2020). Methods and Significance of Pre- Writing Activities In The Acquisition Of Writing Skills. *Solid State Technology*, 63.
- Amansyah, M. R., & Nasution, T. (2024). Analysis of Utilization of Digital Communication and Information Technology at the Education Office of North Sumatra. *Journal of Computer Science and Informatics Engineering*, Vol.3 No.1, 45–53.
- Andriani, R., & wiza, F. (2023). Integrasi Teknologi Dalam Kegiatan Evaluasi Pembelajaran Dengan Menggunakan Google Form. *SNPKM: Seminar Nasional Pengabdian Kepada Masyarakat*, Vol 5 No.1, 51-56.
- Artarini, H., & Putri, F. A. (2024). KOMUNIKASI ORGANISASI BERBASIS MEDIA SOSIAL WHATSAPP DALAM MENINGKATKAN KUALITAS PELAYANAN PENGURUS RW 011 GRAND ORCHARD KELURAHAN SUKAPURA. *Journal Communication Lens*, Vol.4 No.1, 47-68.
- Damai, I. (2021). Inovasi Pembelajaran E-Learning Matematik Melalui Flatform Era Covid 19. *In Prosiding Seminar Nasional IAHN-TP Palangkaraya*(no.6), 121-133.
- Erliana, S. (2024). Using WhatsApp Group as Language Learning Strategy (LLS) Teaching Tool to Improve Academic Writing Performance of EFL Students. *PROJECT(Professional Journal of English Education)*, Vol 7 No.1, 135-145.
- Kharisma, D. (2023). LITERATURE REVIEW MODEL BLENDED PROJECT BASED LEARNING TERHADAP KETERAMPILAN ABAD KE-21. *UIN RADEN INTAN LAMPUNG*, 1-124.
- Laksana, S. D. (2021). Pentingnya Pendidikan Karakter Dalam Menghadapi Teknologi Pendidikan Abad 21. *Jurnal Teknologi Pembelajaran*, Vol.1 No.01, 14–22.
- Lestari, R., & Watini, S. (2023). Implementasi Model ATIK Dalam Meningkatkan Kemampuan Pra

- Menulis Anak Usia 4-5 Tahun Melalui Les Privat. *Aksara : Jurnal Ilmu Pendidikan Non Formal*, Vol 9 no 1, 53-62.
- Masjudin, & M. (2017). Pembelajaran Kooperatif Investigatif Untuk Meningkatkan Pemahaman Siswa Materi Barisan Dan Deret. *JEMS(Jurnal Edukasi Matematika dan Sains*, Vol 4no2, 76-84.
- Onyema, E. D., E.C., A. A., Noorulhasan, Q., & Sanober, S. (2019). Discussion forum as tool for interactive learning and communication. *International Journal of Recent Technology and Engineering*, Vol 8 No 4, 4852-4859.
- Rahmi, A., & Sari, A. (2022). Pelatihan Menulis Karya Ilmiah sebagai Kegiatan Ekstrakurikuler di MTs N 5 Kota Padang. *Pelita: Jurnal Pengabdian kepada Masyarakat*, Vol 2 No.1, 9-13.
- Rashid, H., & Hui, W. (2021). Analyse the Issues and Challenges in Teaching Writing Among English Teachers. *The International Journal of Applied Language Studies and Culture*, Vol 2 nomer 1, 19–24.
- Shaharane, I., & Rodzi, A. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, 8 (10), 1-4.
- Shana, Z., Alyatim, T., Alkhazaleh, M., & Alshalabi, N. (2021). The Use of Google Classroom to Support the Learning Process: Assessing Graduate Student Skills and Perceptions. *International Journal of Web-Based Learning and Teaching Technologies*, vol.15(5), 1-22.
- Suciani, R., Azizah, N., Gusmaningsih, I., & Fairin, R. (2023). Strategi Refleksi dan Evaluasi Penelitian Tindakan Kelas. *Jurnal Kreativitas Mahasiswa*, Vol.1 No.2, 1-10.
- Susilo, A., & Sofiarini, A. (2021). Use of WhatsApp Group as Learning Media in Higher Education During the Covid-19 Pandemic. *Edunesia : Jurnal Ilmiah Pendidikan*, Vol.2 No.2, 400-410.
- Wilson, A. (2020). Penerapan Metode Pembelajaran Daring (Online) melalui Aplikasi Berbasis Android saat Pandemi Global. *SAP (Susunan Artikel Pendidikan)*, Vol.5 No.1, 1-7.
- Wulandari, E., & Mandasari, Y. (2021). WhatsApp Group Sebagai Media Pembelajaran Bahasa Inggris Daring di Masa Pandemi: Sebuah Kajian Teori. *WhatsApp Group Sebagai Media Pembelajaran Bahasa Inggris KoPeN: Konferensi Pendidikan Nasional*, 3(1), 175-189., 175-189.