WHATSAPP TEAM DEVELOPMENT MODEL TO TEACH WRITING

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ABSTRACT

The ability to write a good paragraph is something that English Language Education students have to master. They are expected to be able to write containing good writing aspects. They have to produce some paragraphs with good content, organization, grammar, word choice, and mechanics. However, to reach the goal of teaching writing is not an easy task since writing is considered as a complex skill. Because of that, to acquire good writing skill, students need to practice a lot. Therefore, it is necessary for teacher of writing course to facilitate students to practice both inside and outside the classroom. Team development is one of teaching models that has been investigated as an effective way to improve students' writing ability. However, the application of the model in classroom is time-consuming. To overcome this, technology can be a good solution to design learning activities under the steps of team development model. This article proposes the use of WhatsApp to apply team development model in writing class. Furthermore, future researchers are challenged to evaluate the implementation of the model.
Keywords: Teaching Model, Team Development, Whatsapp, Writing Skill

INTRODUCTION

One of courses that English Language Education students must accomplish is writing. As higher education students, the ability to convey ideas in well written form is something they have to master. In the first year of their study, they have to accomplish Writing I and Writing II courses. In Writing I course, the students learn to write several patterns of sentences, and in Writing II course, they learn how to develop some kinds of paragraphs. Obviously, at the end of the course they are expected to be able to write well. It means that they have to be able to write with good content, organization, grammar, word choice, and mechanics. These aspects are summarized by Boardman and Frydenberg (2002: 180).

To reach the learning goal is not easy task for me as the facilitator. In Writing II course, I found many students still produce grammatically incorrect sentences. In addition, in writing paragraph they also did not organize the sentences well. Some did not put a clear topic sentence, supporting sentences, and a concluding sentence. Based on the condition, it is reasonably that writing is called as a complex activity, and it is often accepted as the most difficult skill to acquire. To produce good writing, students have to do several steps and have language competence. In line with this, Nunan (2003: 91) stated, "Writing is clearly a complex process and competence." Therefore, it can be said that it needs efforts to reach the main goal to make the students good writers.

Brown (2001: 7) explains that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Therefore, in teaching process, teachers have to help and guide students to achieve the learning objectives. It goes without saying that practice makes perfect, so the more the students practice writing, the better the writing product they create. By practicing a lot they will sharpen their sensitivity in conveying their ideas in good organization, choosing the diction, as well as using the appropriate grammar. Therefore, teachers should create activities which facilitate students to practice writing both inside and outside the classroom. One of strategies is by applying suitable teaching model,

and/or use helpful teaching media. In this paper, I attempt to explore the use of WhatsApp to apply team development as the teaching model. Both WhatsApp as teaching media and team development model have been investigated by other researchers that they both bring positive contribution in teaching and learning process.

Iskandar (2020) highlights some prominent approaches to ESL/EFL writing that have taken place. He mentioned approaches starting from the earlier one to the last, that is social media approach as the state of the art. In the social media approach, she stated that WhatsApp is one of the social media application which can be utilized in teaching and learning of writing.

Furthermore, some researches also have done researches on the use of WhatsApp in teaching writing. One of them was done by Arifani, Asari, Anwar, and Budianto (2020). They examined the effectiveness of flipped classroom innovation which focused on the use of WhatsApp as instructional medium. It is quasi-experimental study which elaborates the difference between individual and collaborative instruction using WhatsApp on the cohesive ability as one of elements of writing skill. The findings show that teaching cohesion using a flipped approach through collaborative WhatsApp learning activities is more effective than individual one, so it is suggested to apply collaborative WhatsApp learning activities as one of alternatives to improve EFL learners' cohesion in writing.

Related to the research done by Arifani, Asari, Anwar, and Budianto (2020), this research is also utilized WhatsApp as learning media to develop students' writing skill. However, it is not only focus on cohesive in writing, but also the other writing elements, good content, organization, grammar, word choice, and mechanics. Besides, it focuses on the model of WhatsApp team development.

WHATSAPP TEAM DEVELOPMENT MODEL TO TEACH WRITING

Team Development is one of teaching model proposed by Tuckman in 1959 and revised in 1977. In this model, students will learn how to develop themselves together with their peers in the form of team. This teaching method provides teamwork in reaching the goal or finishing the tasks. Henry (1997: 16) described a team as a group of people with a specific work task, the accomplishment of which requires interdependent and cooperative efforts by its members. Furthermore, "Team is defined as a human communication system composed of three or more individuals, interacting for the achievement of some common purpose(s), who influence and are influenced by one another (Rothwell, 2004: 48)." In conclusion, team development is described as naturally occurring process when individuals spend time together working on a task. Moreover, Tuckman and Jensen (1977: 419) proposed five stages of team development namely forming, storming, norming, performing, and adjourning.

There are some reasons why team development is recommended to be applied in teaching and learning process. These are some strengths of the model which Campion, Medseker, and Papper (1997: 489) explained. They are: (1) team members have the opportunity to learn from each other, (2) opportunity provided for synergistic combinations of ideas and abilities, (3) teams membership can provide social facilitation and support for difficult tasks and situations, (4) communication and information exchange may be facilitated and increased, and (5) potential exists for greater acceptance and understanding of team-made decisions.

However, teams may be time-consuming due to need for coordination and consensus (Campion, Medseker, and Papper, 1997: 489). Creating outside classroom activity by using technology which is based on this model is a good solution. It goes without saying that nowadays almost everyone cannot be separated with gadget for many purposes. One of them is to interact with others either via instant messenger or social media, till it appears an

expression *"gadget mendekatkan yang jauh, menjauhkan yang dekat"* (gadgets draw near the distance, but keep the near one away). It is because many people from generations are busy with their gadgets. Seeing this fact, it is a brilliant idea to take advantage of the technology to create such learning activities. In this case, I recommend to engage students in team through the most widely used messenger; that is WhatsApp. Furthermore, this can be an idea for online learning activity during the COVID-19 pandemic.

WhatsApp is an instant messaging application for smartphones which is the most widely used nowadays. By using WhatsApp, we can easily send texts, audio, pictures, and video, and we can use it through smartphone or web. WhatsApp also can be used as media of online learning, business, and information sharing. Besides, we can do video and voice call and creating story. Because WhatsApp is easy and practical to use as well as needs less bandwidth, 68.4% of 133 students of the classes I handle prefer to use it as online learning media.

In the writing course, the class create a big WhatsApp group where all the students are in. Furthermore, they are also divided into groups of four, where each group has a small WhatsApp group to discuss group work. In order to encourage students to create better writings, it is a good idea to facilitate them writing activities under the five stages of team development proposed by Tuckman and Jensen. The steps are forming, storming, norming, performing, and adjourning. Each step is described below.

a. Forming

In this stage, teams are formed. Each team will have a leader and some team members. In this stage students decide the goal and plan how to reach the goal. In this stage the topics are introduced. Through WhatsApp, this stage can be done by creating group where groups can interact with their own members and other group members cannot see their activities. Firstly, the students are grouped and each group decides who will be the leader. Each leader is in charge of inviting the members and the teacher to join the WhatsApp group. The teacher is invited to monitor and make sure that they are on the right track by giving feedback if necessary.

b. Storming

Here the team starts to determine roles and responsibilities, sets and agrees on goals, develops operating guidelines for team functioning in their meetings and daily tasks, and determines the level of individual commitment needed to achieve the goals of the team. In this stage the students work in group with some sequenced activities that needs teamwork for finishing the tasks. Students can take advantage of this step to plan what they are going to write, or it is known as pre-writing activity. Students try to get ideas and gather information for their paragraphs.

c. Norming

In this stage, teams must determine how they will manage conflict, encourage differing views, and challenge the status quo. In this stage the students will have better practice to organize or to continue activities from the previous. In this stage students start writing their draft based on what they discuss in storming activity. Then each member are encouraged to check the paragraph. They have to check the content, whether the paragraph has contained an introductory sentence with appropriate topic sentence, supporting details, and concluding paragraph. Besides, they have to edit any errors such as grammar, vocabulary, and mechanics.

d. Performing

The key task at this stage is to maintain effective mechanisms for (1) continued communication, (2) conflict resolution, (3) continued goal and role re-evaluation, (4) evaluation of outcomes of team functioning, and (5) making the appropriate adjustments to

the team. In this step, each team will publish the paragraph in big WhatsApp group and ask for feedback from the whole class to get better paragraph.

e. Adjourning

This stage involves the process of "unforming" the group, letting go of the group structure and moving on. It entails the completion of tasks and reduction of dependency. The process can be stressful, particularly when the team members are not prepared to work individually. In this stage the students will create their own text, and it is done independently. However, each student still can ask for feedback from peers.

Doing such a writing activity can be enjoyable since the students can do this wherever and whenever they are relaxed. Because WhatsApp is practical, the discussion can run smoothly. The chats also seemed to be casual that can make them comfortable to share any idea. The existence of the teacher helps them keep on the right track of discussion, until they can produce a well organized paragraph.

CONCLUSION AND SUGGESTION

The application of team development model of teaching writing may utilize WhatsApp as the instructional media. The development of activities based on the five aspects of team development can be done through WhatsApp since it has a supporting feature, where we can create a group chat. Chatting by using WhatsApp is also very easy and fast, so students can have smoothly run discussion both using text and voice messages. This model is recommended to do writing online learning, but future research needs to prove the effectiveness of the model.

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