

The Use Of The Hellotalk Application To Improve Writing Skill In Recount Text

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ABSTRACT

This research was about the use of the HelloTalk application to improve writing skill in recount text at ten grade of SMK Mutiara Terpadu Palabuhanratu Sukabumi. The objective of the research are to know (1) Is there any effectiveness in the use of the HelloTalk application improve writing skills in recount text at Tenth grade SMK Mutiara Terpadu Palabuhanratu? and (2) Is there any differences between students taught by using HelloTalk application and those are not at Tenth grade SMK Mutiara Terpadu Palabuhanratu?. The type of this research was quantitativ through quasi experimental research which used control class and experimental class. The subject of this research was the 10th grade Farmasi as control class and 10th grade Perawat as experimental class. Data in the form of pre-test and post-test than analyzed quantitativ. In analyzing data, there was found N-Gain score and mean score of pre- test and post-tes. The N-Gain score of experimental class was about 60,92 with interpretation Moderately Effective. So it conclude that HelloTalk application has significant effect or moderately effective to improve writing skill in recount text, and the improvement of Students' can be seen from the comparison means score of pre-test and post-test of experimental class. It increased 25% afte comparison, from 60,4100 to 85,0876. It assumed that Students' grade increased after using HelloTalk application. The hypothesis of this research was computed by th T-test, where the result of the value of Asymp.Sig.(2-tailed) of $0.000 < 0.05$. It can be concluded that the hypothesis is accepted.

INTRODUCTION

In learning languages at school, especially English, writing skills receive less attention. In learning English, writing skills taught in schools are only centered on the teacher without involving students actively. It is stated as such because the teacher only employs the lecture method, there by reducing student participation in the learning process. So far, teachers only dictate writing skills to students, so the student ability to listen and understand writing skills properly is not enough (Wulandari & Wijaya, 2023). A smartphone is a tool that can make it easier to find various pieces of information quickly. Smartphones are also widely used for virtual entertainment and communication. Using a smartphone can be a learning medium that is not boring.

The researcher chose HelloTalk as an application that has a mobile-assisted learning (MALL) system. This application, which has a rating of 4.4 on Google Play, is known as an online language exchange and social networking application that connects native speakers as language teachers. This application was developed by a devoted international language team with offices in Hong Kong and Shenzhen, China. The HelloTalk application supports a number of languages, including English. The researcher expects that HelloTalk can be utilized as an alternative learning medium, particularly for English. In this regard, according to the writer's experience, a direct learning system for native language speakers with the help of language support tools, such as dictionaries, translator tools, etc., can help learners gain knowledge of a second language outside the classroom. Without the constraints of space and time (Taufiq et al., 2023). Aside from the fact that, according to the researcher's observations and experiences, students experience boredom in the classroom, they also struggle to generate writing ideas. Writing instruction is rarely based on strategies. Therefore, here the writer uses a way of recounting

METHOD

In this research, researchers used a quasi-experimental design with pre- and post-tests for one cohort. Before and after assessments were administered to the experimental and control groups in this research. The treatment administered to the experimental class included the use of HelloTalk, whereas the control group received no treatment. According to Sugiyono (2013, p. 77), quasi-experimental research employs a control group design, but external factors that influence the experiment are not completely controlled.

The research has been conducted at SMK Mutiara Terpadu Palabuhanratu with ten-grade students. It is located in: Jl. Bhayangkara Km.1, Kel. Palabuhanratu Kec/Desa. Citepus, Kab. Sukabumi provinsi Jawa Barat, 43365. The time of the research on March until May 2023 consists of two classes to be sampled, namely X FARMASI and X PERAWAT. Then, from the two classes that were sampled in the research in this case, class X FARMASI is the control class and class X PERAWAT is the experimental class. An instrument for research is any device used to collect data (Arikunto, 2010:262). The researcher utilized the writing test to collect data. The pre-test and post-test are the two portions of the writing examination. Through a pre-test, and a

post-test, the researcher collects data two times during this research. The pre-test data were collected before the treatment, and the post-test data after the treatment.

After administering a treatment, the researcher administered a post-test as the final evaluation to determine whether the students' writing ability in recount texts for the HelloTalk application had improved as a result of the intervention. The researcher chooses the scoring system, classification of score, tabulation of score, test of normality data, test of homogeneity data, and the t- test as the data analysis techniques for this research. The obtained data were then categorized and manipulated using IBM SPSS statistic 26.2.

RESULTS AND DISCUSSION

The hypothesis of this research showed that using the HelloTalk application to improve the students' writing skills at SMK MUTIARA Palabuhanratu is effective. The aims of the research were to find out the improvement of students' writing skills after being taught using HelloTalk application. Besides, it is to find out the significance difference between students' who are taught by using the HelloTalk application and those who are not. It was explained in Chapter II. According to the calculation above, the Sig. (2-tailed) value is 0.000 < 0.05. The results indicate that the students' writing ability in recount texts is significant. Using the Independent Samples Test, the researcher discovered that students' writing abilities varied significantly in the recount texts taught by the HelloTalk application. This indicates that the recount text writing skills of students taught with the HelloTalk application are more effective than those taught without the application and that there are differences between students in class X who are taught with HelloTalk and those who are not in SMK Mutiara Terpadu Palabuhanratu who are taught with HelloTalk.

The first discussion was about the effectiveness of using the HelloTalk application to improve students' writing skills in recount text. So the first point was that the researcher had to know whether the test was good to give or not. There were explanations.

a. Result of the test

At this point, the researcher will explain the results of the pre-test and post- test in both classes. This point will support the answer to the first research question.

1) Pre-Test and Post-Test

The Pre-test was conducted on May 2023 for the experimental class and control class. This sub point covers about Normality Data and Homogeneity Data. The data as follow.

a) Normality Test

Table 1. Normality Testing of Pre-test and Post-test in Experimental Class and Control Class

Tests of Normality							
No	Writing Test	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
1	Pre-Test Experimental	.174	25	.049	.898	25	.017
2	Post-Test Experimental	.190	25	.020	.886	25	.009
3	Pre-Test Control	.196	25	.014	.944	25	.187
4	Post-Test Control	.198	25	.012	.884	25	.008

a. Liliefors Significance Correction

The normality pre-test of both of class, experimental and control class showed that 0.017 for experimental class and 0.187 for control class. And for post-test of both of class, experimental and control class showed that 0.009 for experimental class and 0.008 for control class. The result from both of class was more than 0,05. Thus it could be concluded that the data Pre-test and Post-test of the control class and experimental class was normally distributed.

b) Homogeneity Data Pre-test and Post- test

Table 2. Homogeneity of Variance

The homogeneity of the Pre-test and Post- test was showed in table 4.11 was about 0.648 >

Test Homogeneity of Variance					
Writing Test		Levene Statistic	df1	df2	Sig
	Based on Mean	.211	1	48	.648
	Based on Median	.194	1	48	.661
	Based on Median and with adjusted df	.194	1	47.829	.661
	Based on trimmed mean	.217	1	48	.643

0.05, so it can be concluded that the variance of the experimental class post-test data and the control class post- test data is the same or homogeneous.

- To know out the result of the differences between students' taught by using HelloTalk application, and those are not in the Tenth grade.

This discussion was to answer the second research question about differences between students' taught by using HelloTalk application and those are not at the Tenth grade, it could be answered by percentage of pre-test and post-test, and compared means score in Pre-test and Post-test.

Table 3. Mean Pre-test Descriptive

Class		Statistic	Std. Error
Post-Test Experiment	Mean	85.0876	1.17811
	95% Confidence Interval for Mean	Lower Bound	82.6561
		Upper Bound	87.5191
	5% Trimmed Mean	85.1668	
	Median	87.0500	
	Variance	34.699	
	Std. Deviation	5.89056	
	Minimum	75.00	
	Maximum	93.75	
	Range	18.75	
	Interquartile Range	5.80	
	Skewness	-.048	.464
	Kurtosis	-.701	.902
Post-Test Control	Mean	78.4100	1.22750
	95% Confidence Interval for Mean	Lower Bound	75.8766
		Upper Bound	80.9434
	5% Trimmed Mean	78.4667	
	Median	81.2500	
	Variance	37.669	
	Std. Deviation	6.13752	
	Minimum	68.75	
	Maximum	87.05	
	Range	18.30	
	Interquartile Range	6.25	
	Skewness	-.101	.464
	Kurtosis	-.990	.902

The table above showed that the mean score of control class was 65.1960 for Pre- test, and 78.4100 for Post-test. Meanwhile the experiment class was about 60.4100 for Pre-test, and 85.0876 for Post-test. From this result the researcher conclude that HelloTalk application could be improve students' writing skill in recount text.

At the experiment class significantly increased taught by using HelloTalk application from 60.4100 to 85.0876. since the second research question was about whether has differences between Students' taught by using and those are not, so it could be said that there was the

significant increased of student taught by using HelloTalk application at tenth grade SMK Mutiara Terpadu Palabuhanratu.

CONCLUSION

This conclusion obtained from the use of HelloTalk application to improve writing skill in recount text at Tenth grade SMK Mutiara Terpadu Palabuhanratu, which as follow:

1. HelloTalk application has significant effect in writing skill students on recoun text. It can be seen from the N- Gain score. Where N-Gain score was calculate from Pre-test and Post-Test data. N-Gain score in experimental class was higher then control class, which experimental class about 60.92 and control class about 35.73. It was contrast different, and according to the result which experimental class was about 60.32 with interpretation Moderately Effective. So it assumed that the HelloTalk application has significant effectiveness in writing skill Students' recount text. Students' grade has differences between students' taught by using HelloTalk application and those are not, so it could be said that there was significant increased of students' taught by using HelloTalk application at tenth grade. It can be seen by comparing the mean score of Pre-test and Post-test from experimental class, where the students' mean score was increasing about 60.4100 to 85.0876. So it can be said that the Students' writing skill in recoun text increasing taught by using HelloTalk application.
2. The hypothesis calculated by IBM SPSS Statisticts 26.2 to found the T-test result. From the computation value of Asymp.Sig,(2-tailed) of $0.000 < 0.05$. It can be conducted that the hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

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