

THE USE OF MONDLY APPLICATION AS A MEDIA TO INCREASE STUDENTS' WRITING ABILITY AT SECOND GRADE SD INPRES TETEBATU

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ABSTRACT

The aim of this research is to know the improvement of students' writing ability by the implementation of Mondly Application. The research applies pre-experimental with one grup class pre-test and post-test. This research was conducted at SD Inpres Tetebatu. In this research the population was the eight students of SD Inpres Tetebatu in 2021/2022 academic year. The researcher used total sampling technique. The total number of samples was 26 students from class II. After conducted the research, the researcher concludes that the used of mondly application increase writing skill student, it is proved by the mean score of the students in pretest and post-test. The result of the research shows that Mondly application significantly increase students' writing ability after did treatment. mean score improved from 334 in pre-test to 510,75 in post-test. It indicated that the alternative hypothesis (HA) was accepted and, of course, the null hypothesis (H0) was rejected. It means that Mondly Application could increase the students' Writing ability in learning English at SD Inpres Tetebatu.

Keywords: Students' ability, writing skill, Mondly application,

INTRODUCTION

Language is very important tool of communication used to communicate between two or more people in carrying out their daily activities and had main role to make people had mutual understanding. By using language, we could communicate with others. In learning language, there were four skills that should be mastered, they were: speaking, listening, reading and writing. Communication consists of two parts, verbal communication and non-verbal communication. Non-verbal communication is a communication without sound such as, hand movements, signs and so on. Verbal communication is a communication in which language is used as the instrument even spoken or written (Chaer & Agustina 2010:20).

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English is one of the subject matter learned by students that are given any educational level, such as elementary and upper intermediate level. It covers four language skill that must be mastered if someone wants to be successful in studying English: listening, speaking, reading and writing. The written language has nowadays an important social and educational function and its status has a high social prestige (Urbanova and Oakland, 2012: 31). As Walsh (2010) says: Writing is important because it's used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. Teaching English in Indonesia is not an easy job. There are many problems in teaching English. First, the understanding of most of the students are English is a hard subject to learn. However, it has an effect in students' willingness of learning English. Second, the condition of the students who are lack of vocabulary that will make them unable to understand in learning English. Third, the students often speak their mother-tongue language, which is it makes them are unaccustomed with English.

Teaching English needs a method to activate and improve the students ability of four skills in English, which are most important to the English teacher find solutions by creating efficient and effective technique, even find some way to make the learning process English are going to be fun. Teacher have to follow the modern era, the era when everything are easy to find by internet, the era when students can learn about something anywhere and anytime they want by using application in Smartphone.

The students in this era are very accustomed with Smartphone, they even are smarter and know how to use Smartphone than the old people. This moment, are good to be use by teacher in increase the student willingness in learning English. Learning English by using application is one of the best way to them interest in learning. They did not have to sit in the class when they want to learn English, they can learn in everywhere and everyday

Mondly Application is The best language learning apps can help you build a vocabulary, develop proper grammar and eventually become fluent through lessons that are easy to digest and retain. They're also economical, especially when compared with formal schooling with a language expert. Many have features like speech recognition, which is key to ensuring you have proper pronunciation.

The researcher focused on the effect Mondly Application to improve writing skills students'. Mondly Application as a media is expected to be able to make an interesting and communicative classroom situation that would motivate the students to be more active in the English language teaching and learning process especially in acquiring writing skill.

METHOD

This research used pre-experimental method. Before giving treatment the students given pre-test (writing test) to know their prior knowledge (O1), then teaching writing using Mondly Application (X), and finally the students given post-test to examine the students' writing improvement (O2). The comparison between the pre-test and post-test score will determine the success of the treatment. On the treatment the writer using Mondly Application as a digital media will teach writing skills

FINDINGS AND DISCUSSION

Findings

The tests were done twice namely pre-test and post-test, the writer gave the students' writing test before and after the treatment. To know the students' writing ability the writer conducted pre-test and post-test. As mentioned before the researcher used Mondly Application as instrument in collecting the data. It was given to the 8th grade students of UPT SMPN 1 Kepulauan Selayar. Pre-test and post-test were done to get writing score of the students. The students' scores in pre-test are presented in the following table. After analyzing the data derived from pre-test and post-test below is the result of data analysis. As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into four levels based on Heaton in Rustan (2010:21).

Table 1 Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent to Very Good	84-100	0	0
Good to Average	68-83	4	15
Fair to Poor	51-67	6	22
Very Poor	34-50	16	63
Total		26	100

Source : Students' pre-test

Based on the data in table 4.1.the pre-test showed that of 26 students', not there students were categorized as excellent to very good. At the next level it is categorized as good to average by 4 (15%). There are 6 (22%) students' who are positioned in the fair to poor category and students who are in very poor category 16 (63%).

The scores of students' achievement were classified into four levels. Those score then were tabulated and analyzed into percentage. The following table is the statistical summary of the students post-test.

Table 2 The Percentage of Students' Post-test Score.

Classification	Score	Frequency	Percentage
Excellent to Very Good	84-100	4	20
Good to Average	68-83	18	60
Fair to Poor	51-67	4	20
Very Poor	34-50	0	0
Total		33	100

Source : Students' post-test

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above that out of 26 student, the last category were 0 students (0%), 4 students (20%) with the fair category and the 18 students (60%) with the good category and the very good category was reached by 4 students (20%) which is in the pre-test, no one of the students could get the category. Based on the description above, it is clear that there is a improvement of students' in grammar of English by the students' on post-test through treating those students used the Mondly Application.

In the table 1 and table 2 showed the students' results. Based on the table above, there were 30 students as the sample of the research. The test was conducted by the writer before and after treatments using Mondly Application. The test focused on writing test. For the pre-test, the writer gave explanation for all students in the about the test. The test intended to know students' writing skill before students were given the treatment. Instrument the writer will explain how to use Mondly application, writer choice three various questions

and student will do assignments by Mondly via smartphone in their home, For the post-test, the writer will gave the same explanation about the test same as the pre-test. The test intended to know the students' writing skill after students were given the treatment.

Table 1 shows the result of pre-test and table 2 shows the result of post-test. Based on the tables, the students' writing skill was good after doing instrument by Mondly Application. It means that the students score in writing skill showed different of raising score from the pre-test into the post-test. Based on the data, almost all students got "good" score.

Discussion

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps. The first step was given pretest to students. Pre-test was given to know the students' writing skill score before treatment being taught by Mondly Application. The second step was given treatment and applied Mondly Application to the students. He third step was given post-test to the students to know the students' writing skill score after being taught by using Mondly Application.

For the pre-test, the writer gave explanation for all students in the class about the test. The test intended to know the students' writing skill before students were given the treatment, the students seems didn't understood about the test and active in asking question to the writer. The result on pre-test shows that the students has lack writing skill. The students seems didn't understood about the test and active in asking question to the writer. Instrument students' download Mondly Application and writer explain about how to use Mondly Application via video call on smartphone. There are 3 question for writing and student do the acivment. The test intended to know the students writing skill before students were given the treatment, the students were enjoy did the activity especially use Mondly who interesting. For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the students' vocabulary ability after students were given the treatment, the students more silent and faster did the test. Based on the students' score and classification in pre-test and post-test there were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 334 improve to post-test with 510,75. It showed that there was different writing skill score of the second grade students' of SD Inpres Tetebatu. After being given by using Mondly application before and after writing skill. The result of the writing test how the students' score after using Mondly Application was higher than before. In short, the

average score of pre-test is 334 while the average score of post-test is 510,75. It means that the result in post-test was better than pre-test.

It can be seen, it was concluded that the students got good achievement in writing skill after using Mondly Application. Referring to the description above, it was concluded that in this research, Mondly Application as a digital media in learning writing teaching was effective. Practically the theory was accepted and it stimulated the students to improve students' writing skill at the second grade students of SD Inpres Tetebatu in the academic year 2021/2022. There were several improvement reached by the students, not only their academic score, but also their behavior to the lesson. The students' score was improve after the research was conducted using application

Some of the obstacles was found researcher because this research was carried out during pandemic the corona virus, when teaching and learning activities moved at home. Researcher have to prepare extra teaching strategy, researcher should tell students' information repeatedly. Teaching English language in class by using smartphone for communication and gave information, so sad because we can't interact directly and researcher just handle student on smartphone. But they are active and ready for learning English language.

CONCLUSION

Based on the result of data analysis and the discussion using Mondly Application as a digital media is fun way in learning writing to stimulate the students to improve writing ability. Most of the students have low writing skill before Mondly Application applied, the students' can improve their writing skill and actives while doing the activities. The result may inspire other researchers to do similar research. It may also become the reference in teaching English especially in writing skill

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