

## THE USE OF E-LEARNING THROUGH CISCO WEBEX MEETING APPLICATION IN TEACHING ENGLISH OF SMAN 18 MAKASSAR

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### ABSTRACT

The objective of the research was to find out whether the use of E-Learning through Cisco Webex Meeting application enhances students' writing skill at grade XII SMAN 18 Makassar. This research used a pre-experimental method. This research conducted in three steps such as pre-test, treatment, and post-test. The sample of this research is class IPA XII IPA 2 membered 27 students. Data collecting by using pre-test and post-test. After analyzing the data, the writer concluded that the use of the cisco Webex meeting application in teaching English could enhance students' writing of grade XII IPA 2 SMAN 18 Makassar it was proved with the mean score of the students in the pre-test was 52,96 and the post-test was 76,67. The calculated significance value is 0.000 less than 0.05 (P-value = 0.000 < 0.05). If the significance is less than 0,05 so, this research hypothesis is accepted. Thus the use of Cisco Webex application as a learning media can enhance students' writing skill at SMAN 18 Makassar.

**Key Words** : E-learning, Cisco Webex, writing, skill

### INTRODUCTION

Education is a means of knowledge, habits, and skills that aims to develop potential in a person in or group to mature through teaching efforts and skills. In pursuing an education, language is one of the subjects that must be in the teaching and learning process. Education is also defined as the process of coaching and guidance carried out. According to Hasan (2013: 5), Education aims to develop human potential as a whole, including intellectual, physical and volitional so that humans achieve happiness in their lives. Education is the whole situation experienced in a life that can affect growth individual. Education is also interpreted as the process of coaching and guidance carried out a person continuously to the students to achieve educational result (Basar 2021: 29).

Language is one of the most important things in communication and is used as a means of communication between nations around the world. As an international language, English is very important and has many links with various aspects of life owned by humans. Suharman in Pradnyawath (2019:90) Education is essentially an attempt to humanize human. The nature of man himself is always evolving. The most common complaint from teachers in teaching languages is the

# THE ACADEMIC

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Volume 7 No. 2 December 2022

teacher's ability to apply the right approach, such as methods, strategies or techniques, in learning.

Since the pandemic that has plagued us since the beginning of 2019 is very difficult for all of us, especially in the teaching and learning process. This pandemic is very impactful for the learning process because students and teachers cannot do face-to-face learning in school and must implement the online learning process. Of course, the learning process carried out from this house, has a positive and negative impact.

The positive impact is, students can become closer to parents, in this case, the role of parents is very important in controlling the child's learning process to make the child and parents closer. This pandemic can also foster students' independence in learning, both digging information and completing every task related to the material they are studying. The negative impact is the lack of teacher control in providing learning to students to reduce the enterprising or motivation of students in learning and students easily bored because of the absence of interaction between students and their peers. In the process of learning English, of course, this pandemic is very impactful because the process of learning English requires the right method of conveying the material.

In the ability to communicate in English students, it can be said that students can understand the text orally or writing that can be realized in four language skills, namely speaking, listening, writing, and reading.

Tarigan in Ranabumi (2017: 664), states students must master the four components of language skills and literary skills, listening skill, speaking skill, reading skill, and writing skill. Just as important as the other three skills that must be mastered in learning English is writing skill. Writing is one of the basic skills in language that must be possessed by humans in addition to listening, speaking, and reading. Writing skill can be done by anyone who already has other basic language skill. Because writing is a continuous skill from previous skills (Lazulfa 2019: 2).

Based on this opinion, it can be concluded that writing is a skill that does not occur directly but requires a long process ranging from determining ideas and sentence selection must also be considered so that readers can understand the content of the writing. Based on the results of the writer's observations about the writing procedures at the time of introduction to the school field, there are still many students who have difficulty in writing such as grammar writing students who are still wrong, lack vocabulary, so students are unable to develop their ideas in writing that's what makes students' writing skill lacking in learning English.

## METHOD OF THE RESEARCH

Types of this research is scientific research. Research design is a research design made by the writer as a plan for the activities to be carried out. This research conducted with a pre-experimental design with one group pre-test and post-test. Pre-test (O1) to determine the initial state. Then held a treatment (X) (treatment) after that a post-test (O2) was held to determine the final result. Therefore the writer compared the conditions before and after being treatment. This research carried out at SMAN 18 Makassar at komp. Mangga Tiga Permai Daya in Paccerakkang, at Biringkanaya District, Makassar. The sample in this research is the students of grade XII IPA 2 SMAN 18 Makassar which is 27 students. Analysis of the data collection in this research used to determine whether or not the treatment can give good results to the students' writing skill of twelve grade of class IPA 2 SMAN 18 Makassar in the first semester in the academic year 2022/2023. This research is supported by quantitative data analysis. Quantitative data in this research is in the form of numeric data and can be formulated using statistical methods. After getting the students' scores the writer calculated the mean scores, standard deviation, frequency table, and the value of the t-test identifying the difference between pre-test and post-test by using SPSS version 20.0 program.

## FINDINGS

The findings are correlated with the problem statement stated in the introduction. The findings presented in this section consist of data obtained through tests to see students' achievement in writing skill after being given treatment using the Cisco Webex application. The next section is a discussion, which discussing the description and review of the findings in this research. The findings that the writer reports in this research, are based on the analysis of data collection and implementation of the techniques described in the previous chapter. Here, the writer will describe the student' score on the pre-test and post-test.

**Table 1. The Students' Vocabulary Score in Pre-Test and Post-Test**

No	Students' initial	Pre-test	Classification	Post-test	Classification
1	AFS	50	Fair	89	Good
2	MAS	50	Poor	80	Good
3	KAR	50	Very Poor	95	Excellent

# THE ACADEMIC

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Volume 7 No. 2 December 2022

4	Rn	50	Poor	60	Poor
5	SN	50	Very Poor	80	Good
6	MAZ	85	Good	95	Excellent
7	NA	40	Very Poor	60	Poor
8	Nf	50	Very Poor	65	Average
9	SA	55	Poor	80	Good
10	MA	20	Very Poor	60	Poor
11	VEO	45	Very Poor	75	Average
12	NF	80	Good	90	Good
13	MKA	50	Very Poor	62	Average
14	SARU	50	Very Poor	75	Average
15	HRU	60	Poor	79	Good
16	NFA	50	Very Poor	62	Average
17	TP	75	Average	85	Good
18	SNA	45	Very Poor	60	Poor
19	GRSP	65	Average	80	Good
20	AR	50	Very Poor	75	Average
21	NM	58	Poor	80	Good
22	NVK	50	Very Poor	75	Average
23	SNP	55	Poor	80	Good
24	NA	70	Average	90	Good
25	FR	50	Very Poor	78	Good
26	IIH	62	Average	80	Good
27	SWAS	55	Poor	80	Good
	TOTAL	1430		2070	

After calculating the students' score and classification in pre-test and post-test, students' frequency and percentage can be seen in the following table:

**Table 2. The Frequency (F) and Percentage (P) of the Students' Score in Pre-test and Post-test.**

No	Classification	Score	Pre-test	Post-test
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			F	P	F	P
1	Excellent	91-100	-	-	2	7,40%
2	Good	76-90	2	7,40 %	14	51,85%
3	Average	61-75	4	14,81%	7	35,92%
4	Poor	51-60	4	14,81%	4	14,81
5	Very Poor	<50	17	62,96%	-	100%
	Total		27	100%	27	100%

Based on the table above, the results of the pre-test and post-test followed by students showed that in the pre-test there no students who got excellent scores, 2 students (7,40%) classified as good, 4 students (14,81%) classified as average, 4 students (14,81%) classified as poor, 17 students (62,96%) classified as very poor. In there were 2 students (7,40%) classified as excellent, 14 students (51,85%) classified as good, 7 students (35,93%) classified as average, 4 students (14,81%) classified as poor, and no student classified as very poor.

Therefore the writer found that in the pre-test students had difficulty in making paragraphs relevant to each other and there were several students who had not been able to write paragraphs according to the instructions. After using Cisco Webex as a teaching media in learning writing, students were easier to write in post-test. The results showed that it can enhance students' writing skill.

Based on the results of student scores, then tabulated and analyzed using SPSS version 20 to test the statistics of students' pre-test and post-test scores into percentages. The average score and standard deviation of students' writing skill are shown in the following table:

**Table 3. Mean Score and Standard Deviation of the students' pre-test and post-test.**

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRETEST	27	45	70	1430	52.96	6.418
POSTTEST	27	60	95	2070	76.67	10.802
Valid N (listwise)	27					

Based on the pre-test and post-test data above, the writer found that there was a fairly good improvement after being given treatment. In the pre-test, the total score was 1430, the average score was 52,96 and the standard deviation was 6,428. Meanwhile, in the post-test, the total score was 2070 with a mean of

76,67 and a standard deviation of 10,802. The total and mean scores of the post-test were higher than the pre-test.

After assessing the pre-test and post-test of students in the experimental class, the writer used the t-test to test the hypothesis. T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores on the pre-test and post-test. By using t-test inferential analysis or a significance test run with SPSS Version 20, significant differences can be easier to analyze.

In this research, the Null hypothesis (H0) stated that the use of the Cisco Webex application as a learning medium can't enhance the English writing skill of class XII IPA 2 students of SMAN 18 Makassar in the first semester of the 2022/2023 academic year. While the Alternative Hypothesis (H1) stated that the use of the Cisco Webex application can enhance the English writing skill of class XII IPA 2 students of SMAN 18 Makassar in the first semester of the 2022/2023 academic year. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H1 is accepted and Ho is rejected.

The t-test of students' writing skill is presented in the following table:

**Table 4. 1 result of t-test**

One-Sample Kolmogorov-Smirnov Test		
<b>N</b>		Unstandardized Residual
		27
<b>Normal Parameters<sup>a,b</sup></b>	Mean	0E-7
	Std. Deviation	5.96294652
<b>Most Extreme Differences</b>	Absolute	.228
	Positive	.228
	Negative	-.121
<b>Kolmogorov-Smirnov Z</b>		1.186
<b>Asymp. Sig. (2-tailed)</b>		.120

The results of the t-test stated that Sig. (2-tails) is 0.000. The result showed that Sig. (2-tailed) table is lower than the level of significance. So, the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected.

## DISCUSSION

From the results of research conducted by writer, it can be seen that there is an increasing in students' writing skill after being given treatment using the

# THE ACADEMIC

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Cisco Webex application as a teaching media. Students' writing skill, especially for the five components (content, organization, structure, vocabulary, and mechanics) before giving treatment were still lack and after giving treatment, there was an improvement to be good. Students' achievement indicated that the use of the Cisco Webex application as a teaching media made students interested in attending the class because students were got new application that the writer applied. Students are also more creative and active in the learning process.

Therefore, the writers conclude that using Cisco Webex application as a learning media can enhance students' writing skill. Related to the results of statistical analysis of students' writing skill showed that from their pre-test scores; no students who are classified as excellent, 2 students (7,40%) classified as good, 4 students (14,81) classified as average and 4 students (14,81%) classified as poor, and 17 students (62,96%) classified as very poor. Another case with the students' writing skill could be classified as good.

In the result of post-test 2 students (7.40%) classified as excellent, 14 students (51,85) classified as good, 7 students (35,92%) classified as average, 4 students (14,81%) classified as poor and none of the students classified as very poor. There are some students who do not succes in classifying because the word list is still lacking so it is difficult to make a sentence into a paragraph, there are also students who when taking the pre-test the score is low but after being given treatment the students feel motivated to learn so that when taking the post-test the score students are high.

The results of the t-test analysis showed that there was a significant difference between the results of the pre-test and post-test. The average score on the pre-test is 52.96 and is classified as poor. While the average score in the post-test is 76.67 and is classified as good. This means that students' writing skill increase after being taught by using the Cisco Webex application as a teaching media. The results of the t-test stated that Sig. (2-tails) is 0.000. The result gives that Sig. (2-tailed) table is lower than the level of significance. This result means that there is a significant difference between the results of the pre-test and post-test.

In addition, after conducting the research, the writer found that using the Cisco Webex application as a learning media there are several advantages, namely the Cisco Webex application as a teaching media which can make students easier to learn anywhere and anytime with the material provided by the writer. Teachers can also use the Cisco Webex application as a teaching media. More ever students are interested in the explanation of the material because the Cisco Webex application has audiovisual. This is evidenced by the increasing in student learning

outcomes after the writers gave treatment by using the Cisco Webex application as a learning media. The students are also more active during the teaching and learning process. However, the Cisco Webex application as a teaching media also has drawbacks, namely; students cannot be monitored directly while studying, the learning material obtained is limited because it only comes from a summary of the material made by the writer.

## CONCLUSION

The results of testing the pre-test and post-test scores on students in the experimental class, the writer used the t-test to test the hypothesis. The results of the t-test stated that Sig. (2-tails) is 0.000. The result gives that Sig. (2-tailed) table is lower than the level of significance. So, the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected. Therefore, it can be concluded that using the Cisco Webex application as a learning medium can enhance writing skill in English for class XII IPA 2 students of SMAN 18 Makassar in the first semester of the 2022/2023 academic year.

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