

**THE EFFECTIVENESS OF USING SPEAKY APPLICATION ON
STUDENTS' WRITING ABILITY AT 12th GRADE OF SMK
TAMTAMA KROYA, CILACAP**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
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By: Daniel Azib Nurfalah

Student Number: 1917404037

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY PROF. K.H. SAIFUDDIN ZUHRI
PURWOKERTO**

2024

STATEMENT OF ORIGINALITY

Here with I,

Name : Daniel Azib Nurfalah
Student Number/SN : 1917404037
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, **"The Effectiveness of Using Speaky Application on Students Writing Ability at 12th Grade of SMK TAMTAMA Kroya, Cilacap"** is truly my own work and it is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several sources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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I Who Declare



Daniel Azib Nurfalah

S.N. 1917404037

APPROVAL SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

PAGE OF APPROVAL

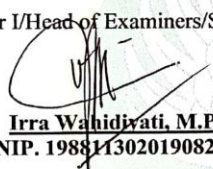
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Written by Daniel Azib Nurfalah (Student Number. 1917404037) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 30 May 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

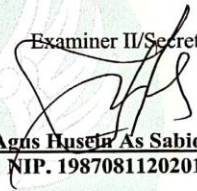
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Approved by:

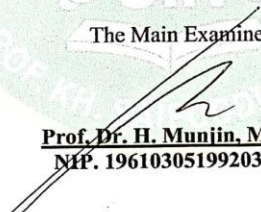
Examiner I/Head of Examiners/Supervisor,


Irra Wahidjyati, M.Pd.
NIP. 198811302019082001

Examiner II/Secretary,


Agus Husain As Sabiq, M.Pd.
NIP. 198708112020121006

The Main Examiner


Prof. Dr. H. Munjin, M.Pd.I.
NIP. 196103051992031003

Legalized by:

The Head of Education Department,




Dr. Maria Ulpah, M.Si.
NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To,
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamu'alaikum Wr. Wb.,

After conducting guidance, review, direction, and correction, I convey that:

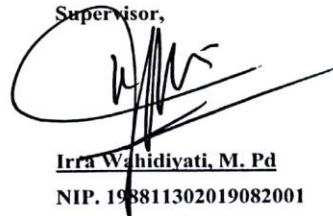
Name : Daniel Azib Nurfalah
Students Number/SN : 1917404037
Department : Education
Study Program : English Education Study Program
Faculty : Tarbiya and Teacher Training
Title : The Effectiveness of Using Speaky Application on Students Writing Ability at 12th Grade of SMK Tamtama Kroya, Cilacap

I recommended this thesis to be submitted to the head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S. Pd) Undergraduate Degree in English Education.

Wassalamu'alaikum Wr. Wb.

Purwokerto, 4th of April 2024

Supervisor,



Irra Wahidiyati, M. Pd

NIP. 198811302019082001

MOTTO

Nashrun minallahi wa fathun qariib

“Pertolongan dari Allah dan kemenangan yang dekat”

Q.S. As-Shaff {61}:13



DEDICATION

I dedicate this thesis to:

My Mom, Martinah

My Father, Iqbal Hidayat Tohirin

My sister, Malikah Nur Hidayah

All of my big Family members

And myself



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In the name of Allah, the most graceful, the most praise be to Allah for blessing me with the mercy, healthy, and guidance to complete this thesis entitled “The Effectiveness of Speaky Application on Student’s Writing Ability at 12th Grade of SMK Tamtama Kroya, Cilacap”. Sholawat and salam are forever for a noble character, the prophet Muhammad SAW, who has brought the human being from the darkness into the light.

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ABSTRACT

THE EFFECTIVENESS OF USING SPEAKY APPLICATION ON STUDENTS' WRITING ABILITY AT 12th GRADE OF SMK

TAMTAMA KROYA, CILACAP

DANIEL AZIB NURFALAH

S.N 1917404037

Abstract: This study aimed to determine whether the Speaky Application affects the students' writing ability in 12th grade of SMK Tamtama Kroya, Cilacap. This research used quasi-experimental design and quantitative approach. The population was the 12th grade students of SMK Tamtama Kroya, Cilacap. Sample was selected by purposive sampling, with XII TKR2 as control class and XII TKR3 as experimental class consisted 30 students each classes. This study used pre-test and post-test in collecting data in the form of essay. To analyze the data, this study used IBM SPSS 24. The result of Paired Sample T-test showed significant difference on the students writing ability before and after treatment in the experimental class. The pre-test average was 53.600, while the post-test average was 73.066. The independent sample t-test indicated that the value of T-count was higher than T-table by $7.650 > T\text{-table } 1.671$. Based on the value of T-count in T-table, it was clear to conclude that H_0 was rejected and H_a was accepted. Sig. (2-tailed) has a value of $0.000 < 0.05$. Besides, the N-Gain score was 57% which can be concluded that the Speaky Application was effective enough for students writing ability.

Keywords: *Experimental Research, Speaky Application, Writing Ability*

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CHAPTER I

INTRODUCTION

The background of the problem, the research question, the goal of the research, the significance of the study, and the scope all covered in this chapter.

A. Background of the Problem

In Indonesia, English is the first foreign language to learn as a obligatory subject from junior high school, senior high school, and college. In English learning four skills should be acquired by the students, there are listening skills, reading skills, speaking skills, and writing skills.

Writing skill is ability that use to write effectively. To be a good writer students need this skill to communicate and expressing the ideas to the readers and sent the messages through the writing. Writing skill is just one of the skills that exist in English learning but, writing is the most difficult skill to acquire just like (Rao, 2019) said in his article, the most difficult skill to acquire is writing skill, neither for the second foreign learner nor first language learner. What makes writing difficult is the combination of grammar, syntax, vocabulary, spelling, and word order (Fareed et al., 2016). For Indonesian students that learn English, there are a lot of problems that come with learning writing in English such as lack of vocabulary, error spelling, and grammar errors. To solve those problems teachers use innovative learning media to help their students.

In this case, learning media becomes one of the factors in the success of learning English writing. Teachers in learning English as Foreign Language (EFL) classrooms have used a lot of media to improve students' writing skills such as a puzzle, Instagram, and books. With all the media being used by the teacher student's writing skills should have been improved, but not as it expected. Some students are not interested in puzzles and books. Students need something that interesting, fun, and easy to learn as a learning media.

The interesting, exciting and fun learning media can use technology. At this time, technology has changed many aspects of life, including students learning. Students are used to using technology as learning medium, one of them is Mobile Assisted Language Learning or MALL. Mobile Assisted Language Learning (MALL) refers to the implementation of learning using a smartphone and internet access. MALL emphasizes mobility which means students can learn anytime and anywhere (Yudhiantara & Sugilar, 2018). Mobile technology enlarged the opportunities for communication and interaction among learners all around the world (Kukulka-Hulme, 2016). One of the applications on mobile phones that can be used for learning writing skills is Speaky: Language Exchange. The application connects people all around the world to learn each user's language. The application can be downloaded on Google Play freely (Nushi & Shirvani, 2021). Speaking as mobile application technologies provide many advantages such as low cost, small size, ease to use, and fun to support language learning. In order to investigate further the problems that faced by the students, the researcher conduct preliminary research directly at SMK Tamtama Kroya.

Preliminary research that researcher conducted in SMK TAMTAMA Kroya found that students' writing skill is still at the low level, this is because of students' vocabulary limit, error in spelling, and disorganized grammar. Another factors is, there are no learning media yet that fit to be used to teach writing skills. The teacher usually teaches the students using handbooks and sometimes pictures as learning media which is very conventional.

Based on the preliminary research above there is solution to these problems, for example the research (Mouna, 2018) and (Nushi & Shirvani, 2021) have found a result that shows students have positive attitude toward the use of speaky application. Students liked and enjoyed using the application and it reduces pressure on students. Another advantage is that the students have much access to many online sources for example Google Translate etc. The results of Mouna's research indicates that this learning media worked quiet well, yet never been used as learning media in SMK TAMTAMA Kroya.

From the problems and previous research above, it appears that the researcher investigated the students' attitude towards the speaky application. The researcher interested to do this present research in order to investigate how effective is Speaky Application for students' writing skills whether its work or not in Indonesia especially in SMK Tamtama Kroya. So, this research going to be "The Effectiveness of Using Speaky Application on Student's Writing Ability at 12th Grade of SMK Tamtama Kroya, Cilacap".

B. Operational Definition

The following definition is provided to make the readers have similar understanding between the researcher and the readers. It is also aimed to avoid ambiguity or misunderstanding. That is:

1. Speaky Application

Speaky application is an app which designed to help the users develop their second or foreign language. The application provide the opportunity for the learners to make community which they can exchange language knowledge. The app allow the users to learn language through the conversation and connect the users with the people around the world. Speaky is free mobile app that can be downloaded freely on google play.

2. Writing Skill

Writing skill is a specific abilities that help the writer express their thought into words and giving the readers the messages. (Nunan, 2003) defines writing as the cognitive process of formulating ideas, selecting how to convey them, and organizing those ideas into brief paragraphs and phrases that the readers can easily read. Writing abilities are acquired by long process of learning.

C. Research Question

Is the Speaky Application effective on students' writing ability in 12th grade of SMK Tamtama Kroya?

D. Objective of the Study

The study's objective is to find out the effectiveness of Speaky Application on students' writing ability.

E. Significances of the Study

The writer hopes that this research will give a contribution to English teaching and learning especially in SMK Tamtama Kroya. There are two significances, practical and theoretical significances:

1. Theoretical Significance

This research gives a variation on teachers' English learning media to improve student's writing skills.

2. Practical significances

a. For the students

The result of this research may be implemented as a reference to improve student's writing abilities using mobile application called Speaky.

b. For the teachers

This research can help the teacher to find more English learning media to teach writing.

c. Other researchers

Other researcher who wish to investigate this topic further can use the additional information from this study.

F. Structure of the Research

It is necessary to categorized the research framework with the intent to complete systematic research. This is how the research expected to be structured, to clarify:

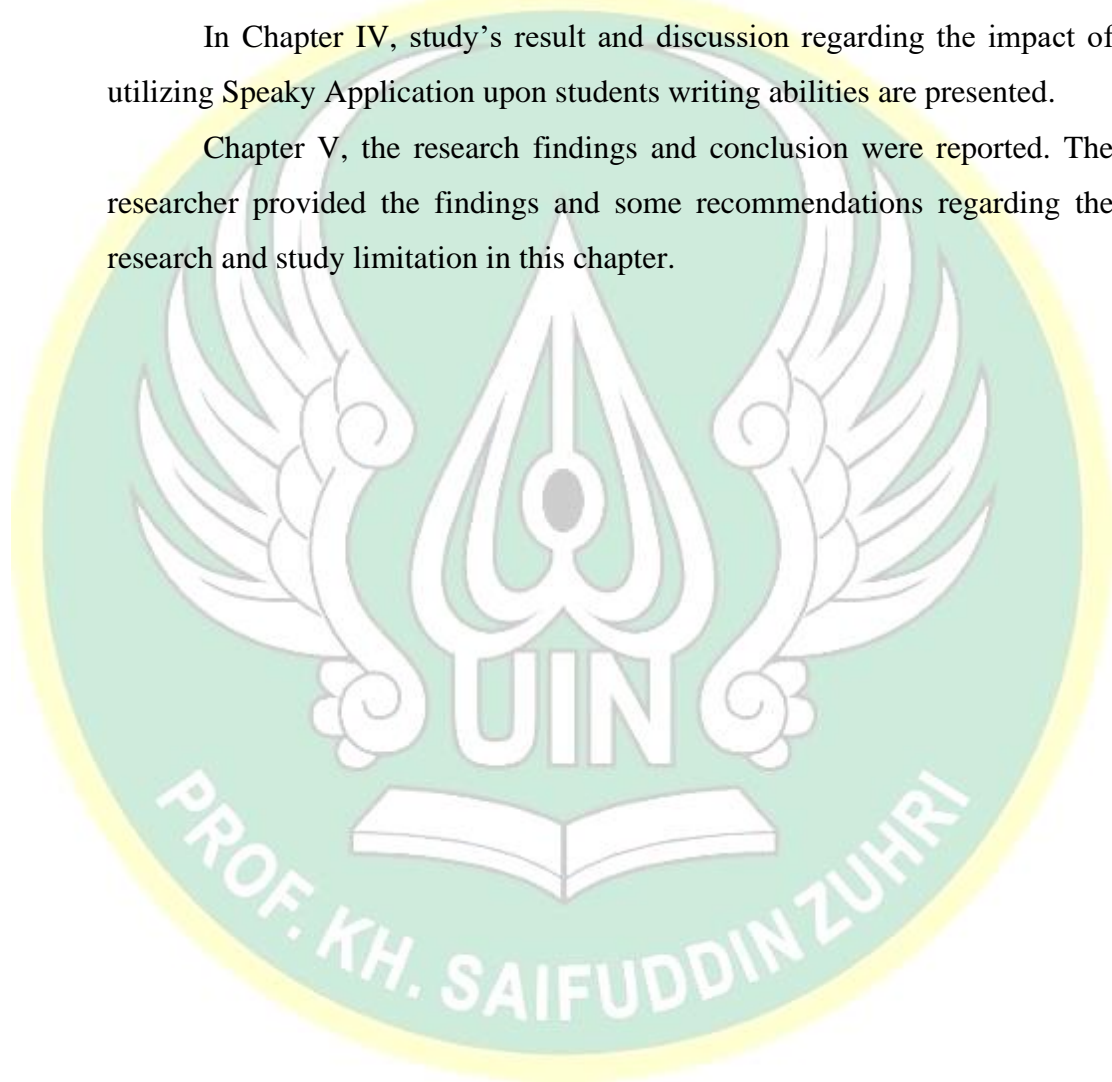
Chapter I, an introduction provided and includes background issues, a question to be investigated, the goal of the investigation, its significances, and earlier research.

Chapter II, contains theories about TEFL, teaching writing, writing skills, and speaky application.

Chapter III, covered the research technique. The research structure study site and respondents population and samples, research variables, data collection method, analyzing data. And instrument included in this chapter.

In Chapter IV, study's result and discussion regarding the impact of utilizing Speaky Application upon students writing abilities are presented.

Chapter V, the research findings and conclusion were reported. The researcher provided the findings and some recommendations regarding the research and study limitation in this chapter.



CHAPTER II

LITERATURE REVIEW

The researcher elaborated on the theoretical framework, conceptual framework, overviewed of the related papers, and research hypotheses in this chapter.

A. Theoretical Framework

1. Teaching English as Foreign Language (TEFL)

There are various language spoken throughout the world. The languages are diverse in many ways. It is challenging to determine these languages origin. It is believed that people began to convey messages, signals, postures, gestures, signs, etc. The researchers has clearly stated that language is the means by which humans can communicate ideas, thoughts, emotions, and messages.

A language is considered foreign if it is spoken by people in linguistically foreign civilization and the secondary environment. It is a language that member of various nations and cultures speak. For example, Russia, China, and other countries also use these languages. The reason they are foreign languages is that they have different meanings, distinc vocabulary, tiny ode structures, and varied sound patterns (Patel & Jain, 2008). For the details, these are in the following explanation:

a. Teaching English

The language teaching is basically depends on the nature of the subject. Language is the manipulation of experience through the use of symbols. The concept of language as a learning task is a complex of related and interrelated experiences and elements, in which development occurs simultaneously but at different levels, dependent on focus and interest.

The main functions of language is communication, self-expression, and thinking. Expressing emotion and meaning becomes more precise. Mastery of words and word groups increases with practice and with the complexity of the ideas and reactions expressed. The communication function is clear. The use of language as a way to clarify ideas and emotions is also real. Language is a means of clarifying perceptions of discovering similarities and differences in observed things, of forming general ideas and discovering relationships. It was first recognized that language is an essential part of the growth process. Language is a social behavior, a means of regulation to control others. The entire socialization process is largely a process of language development (Patel & Jain, 2008).

Speaking of teaching English, (Patel & Jain, 2008) state in his book that English should be taught as a language not as a literature subject because students do not understand the literary meaning of English. At this stage, language development should be the main focus. And it also explains the general goal of teaching English:

- 1) Help the students speak English correctly.
- 2) Help students understand the topic correctly.
- 3) Help students read English easily.
- 4) Helps students listen to English easily.
- 5) Create conditions for students to write English accurately.

b. English as Foreign Language

People learning English as a foreign language have more language choices than people learning a second language. However, the difference between English as a Second Language (ESL) and English as a Foreign Language (EFL) is not as clear-cut as the above might suggest. The declining role of English in India and Sri Lanka in recent years, has led to a shift of emphasis from its long-standing second

language to one more akin to a foreign language. Elsewhere, political decisions are changed the old foreign language landscape. Official policies, such as those in Sweden and Netherland, are aim for a bilingual position in which all educated people have a good command of English, which is rapidly becoming the dominant language. An alternative language, in which Swedish and Dutch are second languages much closer to English languages along ESL on the EFL/ESL continuum.

Therefore, we can see that the role of English in the daily life of people is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at any given time must influence both the way English is taught and the resultant impact the daily life and development of the individual (Broughton et al., n.d.).

2. Teaching Writing

Language is basically communication and writing is media of preserving it. Handwriting is an example of linguistic behavior. It present the sound of language through symbols visually. Writing maybe very critical for certain students but not for others. The final choice on how much writing to included is going to be decided freely, taking into account on the needs of every group pupils. Writing could be aptitude that need to be instructed and practiced. Technology is also needed to teach students as a learning media. The appropriate learning media can help students to learn better. Online learning tools are one of the alternative solutions used to improve students writing skill. Paragraph Punch, ProWritingAid, Edmodo, and Speaky Application are the potential writing tools/applications to be used by EFL students. Such tools are helpful to assist both teacher and students in the writing process and lead writing activities more effectively and efficiently (Handayani & Handayani, 2020). The fundamental highlight of language learning is writing since it gives great implies of foxing vocabulary, spelling, and sentences

design. It gets to be critical aspect of students expression at a better level. (Patel & Jain, 2008).

(Patel & Jain, 2008) also explain how to introduce writing to the students by doing a demo, it is essential that teachers give students the necessary practice in drawing pattern. The teacher should give practice in script writing since its simply easy. It assist pupils to write words correctly since they need to visually recreate the image obtained while reading. The further details of composing, principles of writing, writing process, and components of writing are in the following explanation

a. Writing skill

1) The definition of writing

Writing skills are specific abilities that helps writers express what they are thinking into meaningfully word and give readers the messages. According to (Nunan, 2003) writing is the cognitive work of coming up with concepts, deciding how to present them, and arrange those thought into concise sentences and paragraphs to read by the reader. Writing skill are obtained through the learning process. Writing skill can be possessed by the studens with guidance and practice in writing (Ma'rufah & Sekarini, 2022).

2) Types of writing

Paragraphs or essays can be written in many different styles. Writers will choose genre based on what the writer wants to write, the kind of content the writer will discuss, and the type of impact the writer wants to have on the reader. According to (Sinatra & Sinatra Z", 1975), there are four different types of writing:

a) Narrative Writing

A paragraph or essay in narrative writing tells the reader stories. Narrative is good to portrait the personal improvement path a person taken to achieve some point in

his life. Normally narrative writing is written in the point of view of first-person. Narrative story must have resolved conflict.

b) Descriptive Writing

A description tells the reader how thing looks, sounds, taste, feels, or smells without action or event. It focused on the subjective perceptions of the writer. Descriptive writing ties the outer world with the readers' feelings inside. Usually, the reader creates an image of something that the writer describes and what the writer experienced. A descriptive paragraph or essay was usually written in the first-person point of view and its more private than an expository text.

c) Expository Writing

Expository writing explain things about the topic. Sometimes it's named informational writing since it provides the reader some knowledge about things, persons, places, relationships, or ideas. Expository writing usually uses clear reason, fact, and statistical information, cause and effect relationship, or examples. Expository writing is basically written in a third-person perspective without including emotion in it.

d) Persuasive Writing

Persuasive or argumentative writing objectives to urge the reader that the writer's perspective is valid. The writer must provide one side of the topic which is well-defined and debatable. It is important for the writer to understand more than one side so that the writer could have stronger

information related to the topic. Usually, persuasive writing is written in the third person point of view.

b. Principles of Teaching Writing

According to (Nunan, 2003) there are four standards of instructing writing:

- 1) Get it the student's reason for composing
- 2) Gives numerous chances for students to write
- 3) Gives helpfully and meaningfully feedback
- 4) Make clear to the students how their essay will be assessed

c. Writing Process

Not only change that need a process, but writing also has a process. According to (Nunan, 2003) writing process consists of several stages. They are brainstorm, word mapp, quick write, writing: drafting, feedback, and revising, proofreading and editing, and the last final product.

1) Brainstorming

Brainstorming is a method of generating ideas for writing. In a conceptualizing session, students list all the thought they can think of related to a topic, either in writing or aloud, quickly and with no planning. If there is no given topic, at that point, the student can conceptualize possible topics. Grant the students a lot of time for this activity-the most obvious, and in some cases cliché ideas, come early within the process. When they have time to get past these ideas, more sophisticated and original ideas often surface. From the lists of conceptualized thoughts or themes, students can select those topics that they are into, or feel they can write most capably.

2) Word Mapping

Word mapping maybe a more visual frame of brainstorming. When students produce word maps, they start with an idea at the top or middle of a blank sheet of paper. Then, they think of connected ideas or words and draw connections with a series of boxes, circles, and arrows. At this level, students can expel the thoughts as supporting or main idea. When making a word map, it is common for the students to delete and add some information.

3) Quick writing

Quick writing is where students start to write quickly about a topic. The teacher can give the students some time limit, 10 to 15 minutes usually, and ask them not to erase or cross out text, to continue compose with no stopping, and to simply let the ideas and words come out without worrying about spelling, grammars, or punctuations. Basen on their quick writing result, they can identify main ideas or interesting thoughts by underlining them and then used them in their essays draft. They may change the supporting ideas and rearrange the structure. At this point, there will be so many mistakes, either grammar, organization, or vocabulary.

4) Writing: drafting, feedback, and revising

Once students have enlarged their themes and thoughts, this is the right time to write their first draft. Ample time should be given and students should be reminded, they have to focus on the enlargement and the organization of thoughts more than on the developing grammar, punctuation, or perfect spelling. After submitting the draft, the teacher may provide comments, but only according to the instructions given to the students, less comment on the spelling and grammar yet more comments on the organization and ideas. At this point, the teacher also allowed to

use peer feedback. Students do the exchange papers to each other and give comments on others works. Since the students received feedback, they can start revise their works. Remember that the students usually confuse with the idea of revision “correcting mistakes”, so the teachers need to spend time making conversation about the way of reorganization and developing ideas, as separate from grammar or spelling editing.

5) Proofreading and editing

Before the final version was sent out for review, students should read it for errors in spelling, grammar, punctuation, etc. Students allowed to assist other students proofread and editing, despite the teacher should continue his/her involvement to a minimum. In developing independent writers, students must learn how to editing and proofreading themselves as much way possible. And the instructor shouldn't adjust a student's draft by providing all the correct forms of words, punctuation, etc. Students usually overwhelmed by a lot of teachers' writing on their works, and shock by the number of “errors.” Although these techniques are presented linearly, as mentioned in the introduction to this section, any of these steps can be performed, or “reperformed” at any level in the process of writing. For example, if a student's essay is not growing well, by re-doing quick writing or brainstorming may help to refine her/his ideas. And, while spelling and punctuation may not be of main worrying early in the process, students can, make revisions any time they see the mistake and no need to get in the “last step”. There are three kinds of editing:

a) Teacher Editing

For a newly essay writer, the self editing and peer editing maybe challenging to do. Because of that, the

teacher may offer guidance or may conduct review and proofreading alongside pupils.

b) Peer Editing

Peer editing is done by another pupils by highlighting mistakes. In the real world, it is usual for a writer to request their friends and mates reviewing their writing.

c) Self-Editing

Self-editing is a process that every writer goes through after completing a draft by checking his/her writing by themselves. It is normal as writers to overlook their errors, by checking it a couple of times, the writer will find their mistakes and revise it again.

d) The final product

The writer got to the last result of writing after going a long process. To arrive at the final product writer needs a lot of feedback in order to make perfect readable writing.

d. Components of Writing

Students needs many of vocabulary mastery, correctly grammar, and good comprehension to produce an appropriate writing. (Holly L. et al., n.d.) listed some of the components of writing in his book:

1) Content

Content means a bunch of knowledges which supports the specific topic talked about. Regarding content, the writer can enlarge on the details of a thought to elaborate the prime topic. Content is a planning, writing, and process of editing to make the text clear and understandable for the reader to accept the message written by the

author. Also, content should be unity and complete which makes it the result of proper writing.

A proper paragraph must have unity, with each paragraphs having only single main idea. If the writer wants to insert new idea, so the writer makes another fresh paragraph. The basic idea in the paragraph have to connect to the main paragraph. Utilize an idea ibn which doesn't support the main idea is incorrect.

2) Organization

Organization refers to how the students organize their thoughts, and how they bring the reader from the first word to the last word. The text organization is clear if it has proper organization, logically sequenced, and cohesive. If the writers shows on how he arrange and organized thoughts in chronological order from the start to the end of the idea.

There is also coherence in writing which means sticking together. All the ideas or thoughts are in the paragraph are connected to each other so the reader never bothered to confused about the ideas that in the paragraph.

3) Vocabulary

One feature of language connected to the process of learning writing is vocabulary. The relevance of in choosing and using vocabulary in every sentences is absolutely critical thing in writing. In writing process, the writer always thinks of the right words in the right sentences, on how the writer can put the word creatively and appropriately in the sentence into paragraphs for the text to be understandable for the people who read it.

4) Language use/Grammar

Language use in writing involves the precise form of language or grammatical rules. Grammar is the linguistic rule of combining

words. The use of grammar can be applied to any types of sentence structures, which will make writing more meaningful. It focuses on verbs, nouns, and agreement. Since grammar plays a major role in the expression of ideas, it is highly significant (Dwinalida & Warnindah, 2023).

5) Mechanic

Mechanic refers to the way students write. The paragraph is a combination sentences that require correct spelling and punctuation. If the improper punctuation I sused, then paragraph cannot be read. Mechanics in writing deal with capitalization, punctuation, and spelling appropriately. These aspects are critical to direct the reader to understand or realize the authors meaning. Using the proper writing mechanisms will make it easier for the reader in understanding the idea or information from the writer.

a) Capitalization

The use of capitalization in writing will enlighten the thoughts. Moreover, proper capitalization helps the reader distinguish one sentence from another.

b) Punctuation

Punctuation can be used as a unit of meaning and how its relational units are related to each other.

c) Spelling

There are three significant orders to follow when using correct spelling. These include adding suffixes, forming plural, and mistake of handling the words.

3. **Mobile Assisted Language Learning (MALL)**

The use of mobile technology has adapted to learning in this era. the widely use of mobile phone and other portable device has been significantly changing in many contexts, including language learning. The

amount of mobile access can support several aspect of language learning for example reading, writing, listening, and speaking. So, the learning environment provided by mobile makes it easy for anyone to learn language. With this, mobile assisted language learning or MALL is introduced (Nurul & Nafa, 2020).

According to (Li, 2008) MALL is mobile learning related to the language learning. MALL focused on the mobility of the learning practice and emphasized between learner and learning material, peers, or the instructor can improve the effectiveness and flexibility in learning. MALL allowing learning by using technology rather than using traditional method using paper, board and teacher as the center of the attention. That's why there are a lot of advantages of mobile device, they are:

- a. Portability, such as device can be carried to different places due to small size and wheight
- b. Connectivity, mobile device can connect to other device or network. It provides the learners with the opportunity of conversation, interaction among the members due to the learning activity
- c. Individuality, activities platform can be customized for individual learner. The learner can control the learing process and progress in his/her space based on the cognitive state.
- d. Autonomy, learning through the mobile phone provides the opportunity for the learners to learn when they are in the public place, in the bus, or at work. They can learn everytime and everywhere they want to learn.
- e. Affordability, comparing with other wireless devices such as laptop, mobile phone are rather inexpensive having function as internet browsers available in most device.

- f. Self reliable, students can self study with the help of mobile assisted language learning when the teacher absent.

However, MALL or mobile device also have disadvantages such as:

- a. Small screen, reading difficulty on small screen, data storage and multimedia limitation.
- b. Many of the mobile phones are not designed for educational purposes.
- c. Tendency towards distraction, and the perceived need to be connected always.
- d. Lack of pedagogically tested apps, and the downsizing or absence of device such as the keyboard and mouse.
- e. Tracking performance is another issue. It is difficult to monitor the students are doing on their phones to learn language.
- f. Another major concern is that MALL approaches and the apps are focused primarily on lower thinking. Dictionaries and translators are available, such approaches are useful for memorizing but not for higher level of thinking (Gurusamy, 2016).

4. **Speaky Application**

- a. Definition of Speaky Application

The development of technologies has many effects on people's life, more specifically Smartphone Assisted Language Learning that can make some changes in language learning. There are a lot of Smartphone Assisted Language Learning, one of them is the Speaky application. Speaky Application is an application that can provide the opportunity to talk with stranger around the world. And

for the language learner to make a community where the learners can exchange their language knowledge. And the goal of speaky application is to improve the user's language ability, exchange and transfer language so that the user can choose what language that they want to learn (Nushi & Shirvani, 2021). According to (Siregar, 2023) in her research that using speaky application to teach English is proven to be able to help smoothness, effectiveness and efficiency of learning.

As explained in the previous paragraph, speaky is one of the applications on smartphone that provide the user to learn a lot of languages through chatting. The user/learner can choose their language that they want to learn and in which proficiency. The learner also can choose their partner by the recommendation of the application. Speaky application also have interesting features that will be explained in the following explanation.

b. Features

As an app, speaky has a lot of features to provide interesting language learning, the features are:

1) Chatting

The first feature that speaky offered is chat. There is no line that disallowed every user all around the world to text each other. Just like all kind of social media, speaky also providing the user to keep in touch with another user that they met in the app. They also providing the user to use emoticons to express how the user feel in the chat. In order to find out the person that the user chat with whether online or not, speaky also has a sign that shows in the chatbox if the user is online.

2) Pictures

This application also allows the user to send pictures to each other. In social media when the user wants to know the person who they chat with, usually there is a picture profile that can show the picture of the user, If that's not enough, speaky application facilitating that the user can send pictures to each other. The receiver also can download the picture and save it into the gallery.

3) Search

This application provides the search engine to the user. This feature simplifies the user to find another user by typing the username/id on the search box and then clicking enter, so speaky will show some accounts that the name similar to what the typing was. It is useful to seek out users' friends who also use the application.

4) Profile pictures

Each user of the app has the right to add a picture of himself/herself as a profile picture. In every profile, the owner can add amount of 300 words to describe themselves, and they can choose the topics that they would like to talk about. (Nushi & Shirvani, 2021). And every user can change the profile picture and the description anytime.

5) Sticker

After finding the language partner and getting to know each other, each partner can give a sticker to their partner. Every sticker resembles a characteristic feature (cool, talkative, funny, helpful, etc.) to describe the partner and that would be shown on the profile page so the other people can see and decide whether the person is suitable to be a partner of language learning or not (Nushi & Shirvani, 2021).

6) Goal

This feature was designed by the speaky developer to motivate the user to learn languages. There is a list of the goals such as completing the profile, starting a conversation with people, and correcting some partner messages. After finishing the goal, the user gets some point and move to the next level. To accomplish the objectives, the learners are going to use the app more and more and communicate more with people, and at the end of the day, the learners learn language more and more (Nushi & Shirvani, 2021).

7) Correction

While having some conversation with people, the user can correct the messages of their partner by clicking ‘correct messages’ on the option, and after correcting it the user can send it back. The correction can be grammatical or lexical or even it can target the pragmatic errors. Through these corrections, user can exchange and transfer language knowledge (Nushi & Shirvani, 2021).Strengths and Weaknesses of Speaky Application

Every application has its strengths and weakness, for speaking application here are some of the strengths and weaknesses according to (Nushi & Shirvani, 2021):

c. Strength

1) Free

The application can be downloaded at playstore freely, some applications that are available in playstore require payment after downloading and subscribe to a specified period of time, but Speaky’s developer make the app free to everybody who wants to use it, no payment is required. so students who

want to learn another language or improve their language knowledge don't need to spend the money to buy the application.

2) Easy to use

The application is user-friendly because there is a lot of guidance to use the app when the first time students download it. The application is also designed simply so that the user doesn't need any guidance to operate it.

3) Provide a forum for native and non-native speaker

The application provided grouping in the language ability, whether the users are native or not. So, the students can choose a native person whom they can learn with.

d. Weakness

1) Doesn't have voice recognition

Voice recognition is a program's ability to identify someone based on their unique voiceprint. How voice recognition work is to scan voice/words and match them with the fingerprint of the sound they want. At this time speaky doesn't have that feature to secure the account.

2) Heavily reliant on user personalities instead of focusing on any language item

This application is more likely to know the personality of a person, this is where the user need to learn further about the language that they use for conversation, so the user can having long conversation with a lot of topics, and by doing that the user's English language can be improved.

B. Previous Studies

In the previous research conducted in Algeria (Mouna, 2018) with his study about speaky entitled “The Effect of Using Speaky Android Application on EFL Students Autonomous Learning: The case of First Year Students Master of Language and Communication Students”. 24 English students from the University of Abdelhamid Ibn Badis Mostaghнем took part in his research. The research aimed to grow better perception into students regarding utilization of speaky application in order to explore the implication of this study on learner’s autonomy. The result indicates that students shows good attitude toward the utilization of speaky application. Students appreciate and enjoyed using the application and the app helps reduce pressure on students. 71% of the students became autonomous and responsible with their learning after using speaky, more than 66% of learners said they are motivated to learn after using speaky, and the most students reported an improvement in their language proficiency and ability to communicate in english. The similarity between this research and the researcher interested to do is the media. The media used in this research was speaky application and the difference is the subject and the instrument. This research subject was English students at Abdelhamid Ibn Badis Mostaghнем University meanwhile this studies subject will be 12th grade students at SMK Tamtama Kroya. Meanwhile this research using questionnaire and the researcher going to use pre-test and post-test.

Another study in Iran in his (Nushi & Shirvani, 2021) article about application review called “Speaky-Language exchange: An App to Improve Second Language Speaking Skill” has already discussed about speaky as a learning media. The purpose of this review is to introduce students that interested to study a second language to the speaky application. The finding is, several applications for language learning are made to support the development of foreign or second language learning. Speaky application is one among such useful apps. With Speaky, students can establish community in which they can

converse in the language. there are strengths and weaknesses of the app. The strengths points are that speaky is easy to use, free, and provide a forum for native and non-native speakers. But the downside of speaky is the app does not provide voice recognition to learners to practice speaking. The topic is similar to the researcher about speaky app as a learning media for English learning. This is the distinction between this research and the researchers, is this is application review and the researcher research will be experimental.

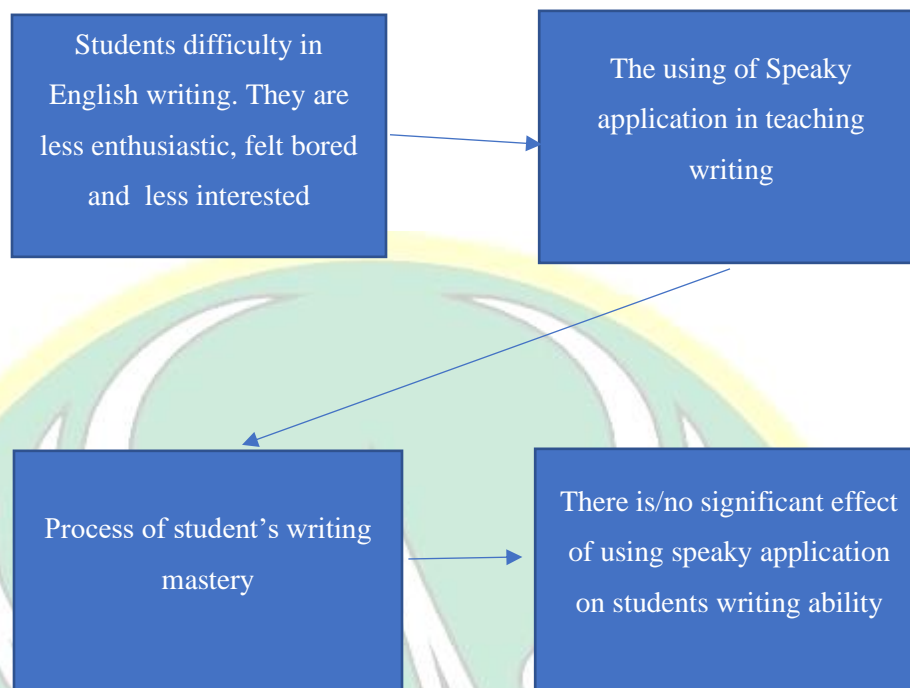
Meanwhile on the other side of Iran (Gharehblagh & Nasri, n.d.) with an article about mobile-assisted language learning to improve students writing skills entitled “Developing EFL Elementary Learners Writing Skill Through Mobile Assisted Language Learning (MALL)”. The purpose of the study was to ascertain how MALL as opposed to paper-based training affected the growth of students writing skills in the English Language Institute of Iran. The participants of this research were 30 Iranian Elementary students whose randomly selected and divided into two groups, experimental and control group. The result indicates that the participants of the two groups had made great progress in the posttest, however, the experimental MALL group was shown to have outperformed the control group significantly. No wonder, the learners in the experimental group made fewer mistakes in grammatical structure than the control group. The interview outcome indicated that students felt positive about utilization of MALL in developing writing skills. This research discussing about the same skill as the researcher which is writing skills. The differences between researchers’ research is the subject where this research participants were elementary EFL students from Iran and this research using R&D while the researcher use quantitative experiment.

In Indonesia (Dwigustini et al., 2021) in their article entitled “Fostering Students Writing Skill by The Integration of MALL Application” that has already discussed about improving students’ writing skills. Her research focused on an 11th grade at a private senior high school in Bogor. The goal of

this study was developing students writing abilities using the MALL programs. The method that the researcher employed was qualitative with action research in the classroom. This data gathered by observation, tests, and direct interviews. The result of this research indicated MALL integration has helped students with writing skill improvement. In the hybrid learning session, 100% students take part actively and 80% of the students are capable to achieve passing grades. Additionally, the pupils have positive perceptions of using the MALL application. The similarity with this research is the skill which is writing skill and the media, speaky is one of the Mobile Assisted Language Learning as well. The differences between the researchers' research are the method and data collection technique which were this research used a qualitative approach and interview while the researcher use a quantitative approach with pretest and posttest.

From the previous research above, it appears that the researchers investigated the student's attitudes towards speaky application to improve students' writing skills using Mobile Assisted Language Learning (MALL) but none of them discussing about how effective this application is to improve writing skills. This research is still rarely found in Indonesia. Therefore, in this present research, a researcher is interested to investigate how effective is speaky application on students' writing ability in SMK Tamtama Kroya.

C. Conceptual framework



Writing is the most difficult skill for student to acquire especially in english. Writing is very important skill it is allow the students to express whats in their thought, opinions, or ideas in the written words. The problem of English writing in 12th grade of SMK Tamtama Kroya is the students are less enthusiastic, bored, less interested in learning writing.

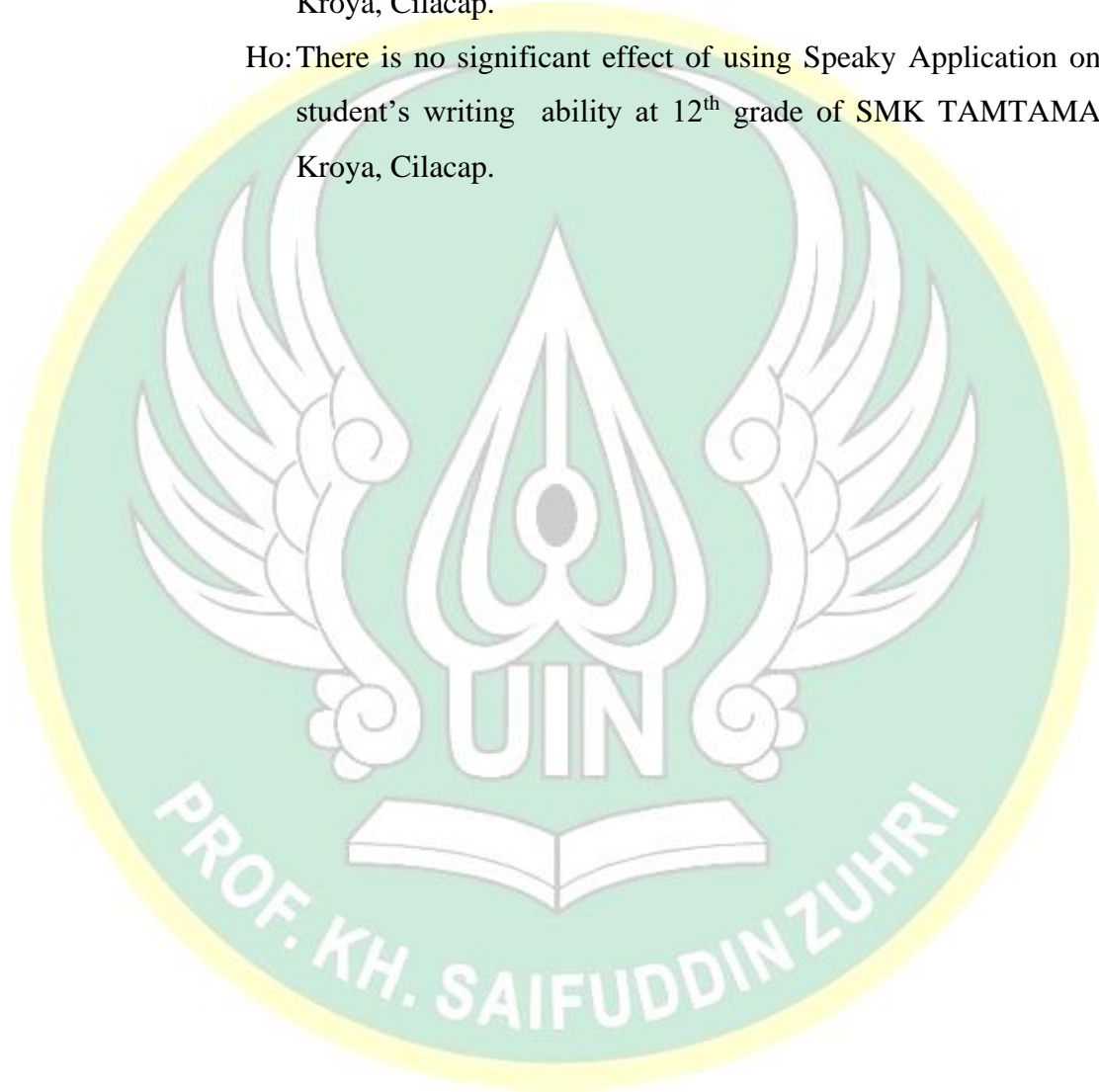
Speaky is an application that can be used as learning media in teaching writing. Speaky is one of application that motivate the student to learn writing to be more interesting. Speaky connects students to the speaky user around the world andthe students can having conversation with them. It makes students more enthusiastic and interested to learn writing. By using this app, student can be practicing more English writing both inside and outside the teaching learning activity.

D. Research Hypotheses

Two categories of hypotheses exist, they are:

Ha: There is significant effect of using Speaky Application on student's writing ability at 12th grade of SMK TAMTAMA Kroya, Cilacap.

Ho: There is no significant effect of using Speaky Application on student's writing ability at 12th grade of SMK TAMTAMA Kroya, Cilacap.



CHAPTER III

RESEARCH METHODOLOGY

The researcher elaborated the research methodology in this chapter, including the design of the study, research location and participants, research variables, data gathering technique and data analysis method.

A. Research Design

This study intends to gain a depth image of the effectiveness of using Speaky application on student's writing skills for 12th grade SMK Tamtama Kroya, Cilacap. To make more accurate data, the researcher uses a quantitative approach based on systematic data processing. Quantitative approach is method to examine objective hypotheses by analyzing the connection between variables. An experimental method is a research method that aims to find out the treatment effect in controlled conditions. A quasi-experimental was used to determine whether Speaky Application is effective to teach writing. A nonequivalent (pre- and posttest) control group design was employed in this study. A type of experimental research known as Non-equivalent (pretest-posttest) control group design divides the samples into two groups, as the control and experimental groups weren't chosen at random (D. R. Sugiyono, 2009). The experimental group was given treatment by using Speaky Application, then the control group wasn't given treatment. After the treatment, the researcher compared the control and experiment groups. The following table provides clearer description of the design:

Table 3. 1 Research design

	Pretest	Treatment	Post-test
Experimental class	O1	X	O2
Control class	O3	-	O4

Where :

O1 : Experimental class pretest

X : Speaky Application treatment

O2 : Experimental post-test

O3 : Control class pretest

O4 : Control class posttest

B. Research Site and Participants

The research was conducted in SMK Tamtama Kroya, Cilacap. Researcher determined that the school was suitable research location because of the availability of the data and the school authorities permitted the research to be conducted in the school. Moreover, the writing ability of the students in SMK Tamatama Kroya when the researcher did the preliminary research were still at the low level just like back when the researcher went to the school as student. That's why the reasearcher was interested in determining whether the Speaky application is effective or not to teach writing.

Students from SMK Tamtama Kroya's 12th grade was participated n the research. Researcher chose the participants because of recommendation of the English teacher to do the research in 12th grade.

C. Population and Sample

1. Population

The population is particular group of object or subject with certain atributes that the researcher intend to investigate before drawing conclusions the inference. The 430 students in the 12th grade of SMK Tamtama Kroya made up as the study population.

2. Sample

A sample is a selected group of populations number. The sample of this research is the 12th grade of SMK Tamtama Kroya. Taking samples in this research was determined by purposive sampling

technique, this technique is the method of choosing by collecting subject that are not based on their ability or area but its selected relying on a particular objective according on the daily examination score. The group of participants was selected on the presumption that the both classes abilities in writing are comparable based on teacher suggestion. This study's sample were 2 classes TKR3 and TKR2, which both classes consisted 30 students. XII TKR2 served as the control class & XII TKR3 as the experimental class. TKR stands for *Tekhnik Kendaraan Ringan* which means Light Vehicle Engineering/Automotive.

D. Variables of the research

Variable are things or activities with specific variations which the researcher decided to examine and followed by drawing the conclusion. The variable of this study are:

1. Independent Variable (X)

An independent variable is a variable that affecting or causing change or occurrence of the bound variable (D. R. Sugiyono, 2009). Speaky Application served as this study's independent variable.

2. Dependent Variable (Y)

A variable which is impacted or result from independent variable is called dependent variable (D. R. Sugiyono, 2009). The student's writing ability is this study's dependent variable.

E. Data Collection Technique

Data collection technique is data gathering technique used by the researcher. There were three processes involved in collection data in this study:

1. Pre test

The pretest was conducted at 17th November 2023, before the first meeting in order to gauge students' comprehension of the material before the treatment process begin. Researcher gave the students essay

as pretest to find out ability of their writing pre-treatment. And the student's answer sheet was taken as pretest data.

2. Treatment

In the treatment, using the Speaky application, the instructor involved the students in classroom activities for the experimental class, how to operate the application until they can operate the app, how to make written conversation through the application, and how to write with the right rules. After that the researcher let the students play the Speaky application to make conversation with people in it. For the control class has no additional attention during the procee of learning. The treatment has carried out in three meetings, each of them held on 18th of November 2023, 25th November of 2023, and 2nd December 2023.

3. Post-test

After the treatment, the next step is the posttest. Posttest is given at the end of the treatment. Post-test is administered to determine the progression. It is required to determine how utilizing Speaky Application affects as a treatment for their writing ability. The post-test conducted at 9th of December 2023. The post-test given after the researcher finished the treatment using Speaky application. The post-test was writing essay form, and their answer sheet taken as post-test data.

Researcher employed the criteria for scoring to provide score from (Brown & Abeywickrama, 2004) which consist of five items, they are language use/grammar, mechanic, organization, content, and vocabulary. Every categories has the range 1-5.

F. Instrument Testing

The instrument is equipment used to collect the data of research. The data used to answer the research question. This research instrument will be pretest and posttest. Before the instrument is given to the students in the class, the instrument must be required with an analysis test. The tests are validity and reliability:

1. Validity

The instrument is equipment to gather the data of research. The data used to answer the research question. Pretest and posttest will be the tools used in this research. After constructing the instrument related to many aspects of writing, then the instrument must be tested. Before the instrument is given to the students in the class, the instrument must be required with an analysis test. There are two kinds of validation that the researcher use in the research, they are content validity and construct validity.

a. Content validity

According to (D. R. Sugiyono, 2009) validity of the content testing can be achieved by comparing the instruments content with the material that already taught.

Table 3. 2 Content validity

Standard competence	Writing Reveals meaning in the text of functional writing and simple essays in form recount, narrative, and procedure in the context of daily life
Basic competence	Compiling the text oral and written, short and simple, with

	regard to social function, text structure, and elements of language, correctly and according to context
Indicator	<ol style="list-style-type: none"> 1. Identifying the purpose of the text 2. Identifying the generic structure of the text 3. Compiling a text based on personal experience
Material	Recount text
Technique	Writing test
Instrument test	Pre-test Post-test

b. Construct validity

Testing the construct validity can be used opinion over experts. In this case after instruments have been constructed to measure aspect of which a particular theory would measure, then the experts consultation would follow (D. R. Sugiyono, 2009). Experts were asked their opinion on the assembled instruments. The Experts are Mrs. Windharyati Dyah Kusumawanti, M.A., M.Pd. and Mrs. Lusiana Eko Susanti, S.Pd.

2. Reliability

Reliability indicated the instrument was reliable for data collection because it was already good (Arikunto, 2010). The result of this analysis would be obtained through a statistic Cronbach Alpha method. The computation of the reliability of this research used IBM SPSS Statistic 24 with reliability analysis.

According to (Triton, 2006) the value of Cronbach's alpha can be interpreted as follow:

Table 3. 3 Indicator of reliability test

Cronbach's alpha	Interpretation
0,00 - 0,20	Less reliable
0,21 - 0,40	Rather reliable
0,41 - 0,60	Quite reliable
0,61 - 0,80	Reliable
0,81 - 1,00	Very reliable

Researcher attempted calculating the empirical reliability by using SPSS 24 in this research. Apparently, the score of Cronbach's alpha in pre-test was 0,621, meanwhile, the posttest reliability result was 0,721. It visible from the following table:

Table 3. 4Reliability of pre-test result

Reliability	
Cronbach's Alpha	N of Items
0,621	5

Table 3. 5Reliability of post-test result

Reliability	
Cronbach's Alpha	N of Items
0,721	5

In accordance with (Triton, 2006) categories of reliability testing, the computation outcome was classified as reliable. That concluded the instrument of the test was reliable.

G. Data Analysis

Statistic is the method of data analysis utilized in quantitative research. Two types of statistics are used to analyze research data, they are statistic descriptive and statistic inferential. The researcher decided to use the statistic descriptive because of the compatibility of the research. Statistic descriptive is the statistic that is used to analyze data by describing data that has been collected in accordance with reality without any intent of devising a conclusion that apply to general or generalization (D. R. Sugiyono, 2009). For the numerical data analysis the researcher will use SPSS 24 to analyze the numerical data. To analyze the data, the researcher used the data below,

1. Normality test

To determine whether or not the acquired data distributed normally, a normality test is employed. If the distribution of the data in both classes was normal, parametric analysis (independent sample test) would be used to measure the data. Meanwhile, if there was abnormal distribution of data from both classes, it would be use nonparametric test. This study used the Shapiro-wilk test to measuring the normality test using IBM SPSS 24.

As the testing criteria are as follows:

- a) If sig.value $< 0,05$, means that H_0 is rejected (the result pretest data was not distributed normally)
- b) If sig.value $> 0,05$, means that H_0 is accepted (the result pretest data was distributed normally)

2. Homogeneity test

This study employed Levene Statistic, which is accessible in SPSS, for homogeneity testing to reveal the findings data in two groups have the exact same variance, these are parameters to selecting hypotheses:

- a) If the signification (p-value) $> \alpha(0,05)$, indicates that both classes variances were homogenous because the H_0 was accepted.

- b) If the signification (p-value) $\leq \alpha(0,05)$, indicates that both classes variances were not homogenous because the H0 was rejected.

3. Hypothesis testing

Paired sample t-test is implemented to find out whether the average of two paired samples differs from one another. The paired sample t-test used in order to know whether the Speaky Application influences students writing ability. To answer this question, paired t-test was carried out to the pretest and post-test data of both class, experiment and control class. It calculated using independent t-test through IBM SPSS, to determine whether posttest control class and posttest experiment class differ significantly. Similar to the research hypotheses, the statistical hypotheses can be express in this manner:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Where:

\bar{x}_1 : mean of sample 1

\bar{x}_2 : mean of sample 2

s_1 : standard deviation of sample 1

s_2 : standard deviation of sample 2

s_1^2 : varians of sample 1

s_2^2 : varians of sample 2

n_1 : numbers of sample 1

n_2 : numbers of sample 2

The criteria for hypothesis testing as follows:

- a) H₀ (null hypothesis) is accepted if t-test (t₀) < T-table in significant degree 0,05. It means that there is no significant effect of using Speaky Application on students writing ability.
- b) H₀ (null hypothesis) is rejected if T-test (t₀) > T-table in significant degree 0,05. It means that there is significant effect of using Speaky Application on students writing ability.

$$H_0 : \mu_1 \leq \mu_2$$

$$H_1 : \mu_2 > \mu_1$$

μ_1 : the mean score of experimental class

μ_2 : the mean score of control class

4. N-Gain Score test

Utilizing control and experiment class in the study, the N-Gain score test was utilized to assess effectiveness of Speaky, the N-Gain test formula as follows:

$$N - Gain = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

With the effectiveness scale decision making (Hake, 1999) as follows:

Table 3. 6 N-Gain Category Acquisition

N-Gain Acquisition Category	
Percentage (%)	Criteria
<40	Ineffective
40 – 55	Less effective
56 – 75	Effective enough
>76	Effective

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher provided an explanation of discussion and research findings in this chapter.

A. Research Findings

This segment explained about the descriptive statistic of pre and posttest result from experimental and control class.

1. Data Description

This research was conducted at SMK Tamtama Kroya, Cilacap. The research engaged quasi-experimental design. The objective of this study is to determine whether the Speaky Application has major impact on students writing ability or not. It is require to compare the result of pretest and posttest to conclude if the Speaky Application had any effect.

The participants of this research were XII grade students of SMK Tamtama Kroya. The sampling method was purposive sampling, 30 students from XII TKR2 as the control class, and 30 students from XII TKR3 as experiment class. It is necessary to compare the pretest and posttest result in order to determine the effect of Speaky Application. The experimental class administered treatment using Speaky Application, meanwhile the control class did not.

A pretest and posttest given as the procedural of data collection. Both classes experimental and control each received a pre-test in the first stage. The experimental class was then administered the treatment. The research was carried out three times and the subject matter adheres to the school's current curriculum. the experiment class received the treatment at 18th November 2023, 25th November 2023, and 2nd December 2023 likewise the control class, yet the control class instructed without using special approaches, medias, techniques

or strategies except standard methods. The posttest was given to the both class, experimental and control class after the treatment.

The pre-test and post-test result were analyzed by using IBM SPSS 24. A paired sample T-test was used to determine the effect of Speaky Application on students writing ability. Then the N-gain score test was used to determine whether the Speaky Application was effective or not to be applied.

2. Treatment Description

The researcher gave the treatment to the students using Speaky application as a treatment of teaching writing, the teacher engaged students in teaching-learning activities using the Speaky Application, how to operate the application until they can operate the app, how to make written conversation through the application, and how to write with the right rules. After that the researcher let the students play the Speaky Application to make conversation with people in it.

b. Experimental class

1) First meeting

In the first meeting at 18th November 2023, the researcher provided an example of recount text after explained about the concept, the function, structure, and linguistic feature of recount text. Then, researcher asked the student to open the Speaky application on their smartphone and making a conversation and a short recount text to their friend to get feedback.

2) Second meeting

In the second meeting at 25th November 2023, the researcher explained about the capitalization, organization, punctuation, spelling, and organization, after that the researcher asked the students to make conversation to their friends on speaky application with the proper writing rules. And lastly, the researcher asked the students to revise their last meeting recount text with the proper writing rules.

3) Third meeting

In the third meeting at 2nd December 2023, the researcher asked the students to recall their amazing experience. After that the researcher asked the students to make a recount text about that with the proper writing rules. Lastly, the researcher asked to the students to send their recount text to their friends in speaky application to get the feedback.

c. Control class

1) First meeting

In the 1st meeting that carried out on 18th November 2023, the researcher gave an explanation of the concept, social function, structure and linguistic feature of recount text. There is also a recount text sample I the lesson. And the students instructed to make recount text according to their experiences.

2) Second meeting

In the 2nd meeting that carried out on 25th November 2023, the researcher asked the students to recall their amazing experiences. Then, the pupils instructed to compose their experiences into a writing as recount text, in the end of the meeting some students were read their stories in front of the class as volunteer.

3) Third meeting

In the 3rd meeting that carried out on 2nd December 2023, the researcher explained about capitalization, punctuation, organization and spelling. In the end of the meeting students were instructed to review their previous recount text and corrected it into the proper writing order.

3. Result Data of Pre-test and Post-test

Here was the result of the experimental and control classes pre-test and post-test as follows:

a. Pre-test and post-test data in control class

The XII TKR3 class of SMK Tamtama Kroya, Cilacap served as the control class of the researcher experiment, this class was given the pre-test before the treatment has begun. Thirty students were taught recount text with the conventional method. The date November 18th, 25th and 2nd December 2023 were chosen for teaching and learning in the control class. The posttest was administered following the completion of teaching part of the procedure. The result of the classes pre and posttest are displayed in the table below:

Table 4. 1 The Score of Pre-test and Post-test in Control Class

Score of pre-test and post-test in control class			
No	Students	Pre-test	Post-test
1	Student 1	44	52
2	Student 2	52	58
3	Student 3	48	56
4	Student 4	44	52
5	Student 5	56	60
6	Student 6	52	56
7	Student 7	56	60
8	Student 8	64	64
9	Student 9	48	52
10	Student 10	44	52
11	Student 11	68	72
12	Student 12	60	64
13	Student 13	52	56
14	Student 14	48	48
15	Student 15	60	64
16	Student 16	40	44
17	Student 17	76	80

18	Student 18	60	64
19	Student 19	52	56
20	Student 20	56	64
21	Student 21	44	48
22	Student 22	48	52
23	Student 23	60	68
24	Student 24	48	56
25	Student 25	64	68
26	Student 26	44	48
27	Student 27	48	56
28	Student 28	60	64
29	Student 29	56	60
30	Student 30	60	64

b. Pre-test and post-test data in experimental class

XII TKR2 of SMK Tamtama Kroya, Cilacap selected as the experimental class of the research. Thirty students were taught recount text by using Speaky Application in the learning.

Table 4. 2 The Score of Pre-test and Post-test in Experimental Class

Score of pre-test and post-test in experimental class			
No	Students	Pre-test	Post-test
1	Student 1	48	68
2	Student 2	52	72
3	Student 3	52	72
4	Student 4	56	76
5	Student 5	44	68
6	Student 6	48	76
7	Student 7	48	68
8	Student 8	48	72
9	Student 9	56	76
10	Student 10	52	68
11	Student 11	36	68
12	Student 12	56	72
13	Student 13	48	72

14	Student 14	56	72
15	Student 15	56	72
16	Student 16	48	68
17	Student 17	60	76
18	Student 18	60	80
19	Student 19	52	84
20	Student 20	68	88
21	Student 21	48	60
22	Student 22	68	88
23	Student 23	52	72
24	Student 24	60	80
25	Student 25	64	80
26	Student 26	48	68
27	Student 27	44	64
28	Student 28	56	64
29	Student 29	52	72
30	Student 30	72	76

4. Data Analysis

This part explains the data the data analyses as follows:

a. Testing requirements

1) Normality Test

To ascertain whether the data from two classes are distributed normally, the normality test was conducted. To calculate the normality test, researcher employed the Shapiro-Wilk method. IBM SPSS 24 was utilized for data.

According to (S. Sugiyono, 2016), the following is how hypothesis for the normality test developed:

H_0 : data are distributed normally

H_a : data are not distributed normally

Normality criteria as follows

H_a is accepted if sig. $\alpha > 0,05$

H_a is rejected if sig. $\alpha < 0,05$

Table 4. 3 Normality of pre-test result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimen tal class	0,148	30	0,094	0,949	30	0,156
control class	0,153	30	0,071	0,947	30	0,139

a. Lilliefors Significance Correction

The data from the pre-test experimental class was found to be normally distributed as indicated in the table 4.3, $p \geq \alpha$ ($0,156 \geq 0,05$). Additionally the data normally distributed was indicated by the control class' pretest result. $p \geq \alpha$ ($0,139 \geq 0,05$).

Table 4. 4 Normality of post-test result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimen tal class	0,197	30	0,004	0,940	30	0,091
control class	0,128	30	.200*	0,961	30	0,321

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the table 4.4, can be seen that the result of post-test experimental class was distributed normally after receiving treatment, with a significance level of that $p \geq \alpha$ ($0,091 \geq 0,05$). Meanwhile the result of control class post-test data also normally distributed as shown by that $p \geq \alpha$ ($0,321 \geq 0,05$).

2) Homogeneity

In order to determine whether two or more data group was homogeneous, then homogeneity test was required to do by researcher. The researcher used the Levene statistic test to compute the data. The findings are follows:

Table 4. 5 Homogeneity test result

Test of Homogeneity of Variances			
learning result			
Levene Statistic	df1	df2	Sig.
1,294	1	58	0,260

Based on the table 4.5, the significance value sig. was $0,260 > 0,05$. Which means, the value can be said that the variance of two groups was the same or homogeneous.

b. Statistical hypotheses

1) Paired Sample T-test of Control Class

Paired sample T-test aimed to determine whether or not there was a significant difference in the level of students writing ability in the control class with no Speaky Application treatment and experimental class with the Speaky Application treatment. In the following table, the researcher found the result of paired sample T-test that was performed in the control class that calculated through IBM SPSS 24 as follows:

Table 4. 6 Result of paired samples statistics in control class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test control	53,7333	30	8,38280	1,53048
	Post-test control	58,6000	30	7,95071	1,45159

The table with paired sample statistic represent the result of descriptive analysis performed on the processed data. The control class's mean score on the pre-test was 53,733, while its mean score on the post-test was 58,600, as shown in the table 4.6. The number N indicates the overall quantity of participants that was 30. The standard deviation which was 8,382 in the pre-test and 7,950 in the post-test, was compared to figure out the standard or risk. The standard error mean was utilized to ascertain the degree of accuracy with which the average values obtained from the sample data could correspond to the population mean values for every variable. The standard error mean was 1,530 for the pre-test in control class and for the post-test standard error mean was 1,451. Because the data were normally distributed, the standard error mean can be disregarded.

Table 4. 7 Result of paired sample test of control class

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	Interval of the		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test control - Post-test control	-4,86667	2,20866	0,40324	-5,69139	-4,04194	-12,069	29	0,000

The distinction among the control class's pretest and posttest average result, which can be found in the the table 4.7, was represented by the mean of the paired differences, which was -4,866, ($53,733 - 58,600 = -4,866$) is one way to write it. The interval lower and upper disparities was between -5,691 and -4,041 in this case. Because the meanscore of the post-test outcome was greater than the mean score of the pre-test outcome, the value was -12,069, The T-count outcome was negative. The output table above shows a negative number for Tcount, which indicates that the posttest result exceeded than the pretest result. The negative Tcount in this situation can be advantageous. As a result 12,069was the score of the Tcount variable. To figure out how to locate the Ttable inside the distribution of the T statistical table, the value of df29 and the significance value of 0,05 were used. The next phase involved using the found of the T-table function, to find out the Ttable searched using the df and significance values (α). The Ttable scoraccording to df29 and the significance value of 0,05, the T-table should be 2,045.

2) Paired Sample T-test of Experimental Class

Result of paired sample T-test of experiment class

Table 4. 8 Result of paired samples statistic of experimental class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test experimental	53,6000	30	7,83273	1,43006
	Post-test experimental	73,0667	30	6,63810	1,21195

Table 4.8 in the experimental class showed the paired sample statistic result. Each variable included in the paired sample was displayed in the table along with its descriptive value. 53,600 was the mean value for the experimental pretest class, and 73,066 was the mean value of the posttest experimental class. There were thirty pieces of datas, as indicated by value of N. by comparing the experimental class's pretest, which had a standard deviation of 7,832, with its posttest, which had standard deviation 6,638, the degree of risk could be ascertained. The standard error mean was utilized to ascertain the degree of accuracy with which the average values obtained from the sample data may approximate the population means for every variable. The standard error for the experimental pretest class was 1,4300, while the standard error for the experimental post-test class was 1,211. The standard error can be disregarded since the data are normally distributed.

Table 4. 9 Result of paired samples test of experimental class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Interval of the				
					Lower	Upper			
Pair 1	Pre-test experimental - Post-test experimental	-19,46667	5,72793	1,04577	-21,60551	-17,32782	-18,615	29	0,000

The average paired disparity was -19,466 according to the table 4.9. this number showed how the class's average score changed between the pre and posttest, which were administered in the experimental class. It could be showed as $(53,600 - 73,066 = -19,466)$, with the lower and upper bounds of differences ranging from -21,605 to -17,327. The Tcount was minus -18,615 because the mean score of the posttest was greater than the mean score of pretest. This negative Tcount number shown in the above tble. The outcome of the negative Tcount in this instance can be viewed as advantageous. As consequently, the Tcount value increased to 18,615. The following phase was using the Ttable operations finding to locate the Ttable that was searched using the significance values (α) and df. To be able to identify the Ttable inside the t statistical table distribution, df29 and value of significance 0,05 were employed. The ttable value ought to be 2,045 accoreding on the df29 and significance value of 0.05.

3) Independent Sample T-test of Pre-test

An independent sample t test employed to compare the unpaired samples in order to ascertain if there was statistically significant difference among both of the groups.

Table 4. 10 Result of group statistics of pre-test

Group Statistics					
class		N	Mean	Std. Deviation	Std. Error Mean
result pre-test	experimen- tal class	30	53,6000	7,83273	1,43006
	control class	30	53,7333	8,38280	1,53048

According to the table 4.10, the data of the pre-test could deduce that the experimental class's mean score on pretest was 53,600 , whereas the control class's score was 53,733, while the mean score for the experimental class was. There hasn't been much of a difference within each of the groups. Because the both classes were considered as the same level or share similar characteristic. N pointed out the number of the data which was 30 in each classes. The experimental groups pretest data had a standard deviation of 7,832, which was used to measure the degree of risk. Whereas the control groups pre-test data amounted to 8,382. The standard error mean was utilized to ascertain the degree of accuracy with which the population mean could be inferred from the average data that was obtained from the sample data for each variable. Theexperimental class's mean standard error was 1,430, whereas the control class's was 1,530.

Table 4. 11 Result of independent samples test of pre-test

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
result pre-test	Equal variances assumed	0,477	0,493	-0,064	58	0,949	-0,13333	2,09462	-4,32617	4,05950
	Equal variances not assumed			-0,064	57,735	0,949	-0,13333	2,09462	-4,32658	4,05991

An independent sample Ttest was used to determine whether the experimental class's pretest result was lower than the control class's. The result showed that the mean difference for the pretest table 4.11 was equal to -0,133. This mean that the average pretest difference among the control and experiment class's score was $53,600 - 53,733 = -0,133$, and the difference were -4,326 to 4,059 (interval of the lower and upper). A minus score in the T-count was not regarded as an error. This negative value of T-count caused by the mean of the experimental class's pre-test result was lower than the control class's pre-test result. By comparing the Tcount and the Ttable during decisionmaking, an independent sample T-test was run, if the T-count was positive then the decision was made appropriately. The outcoe was a transformation of Tcount value into 0,064.

4) Independent Sample T-test of Post-test

Based on the group statistic of the posttest table, which was displayed in the table, the mean table displayed the average value of each variable.

Table 4. 12 Result of group statistics of post-test

Group Statistics					
class		N	Mean	Std. Deviation	Std. Error Mean
result post-test	experimen- tal class	30	73,0667	6,63810	1,21195
	control class	30	58,6000	7,95071	1,45159

In the data above, the average experimental class's posttest score was 73,066, whereas the average score of control class's post-test was 58,600. This value suggests that the learning outcomes in the experimental class regarding student's writing abilities were higher compared to control class. N indicated the number of respondents, which was 30 for both classes, experimental and control. The standard deviation measures the level of risk, for the experimental class was 6,638 and for the control class was 7,950. The standar error was used to mean how precisely the mean data of each variable might reflect the means of the population. The average for experimental classes standard error was 1,211, meanwhile from the control class was 1,451. The posttest result produced more accurate result than the pretest, as indicated by the mean score.

Table 4. 13 Result of independent sample test of post-test

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
									Lower	Upper
result post-test	Equal variances assumed	1,294	0,260	7,650	58	0,000	14,46667	1,89102	10,68139	18,25194
	Equal variances not assumed			7,650	56,209	0,000	14,46667	1,89102	10,67882	18,25451

Average posttest score distinction between the experiment and control classes was shown in the table 4.13 in the

“Mean Difference” column. The difference in the mean score was 4,466, this number indicated the distinction in the average posttest score among experiment and control class’s. it can be expressed as follows: $73,066 - 58,600 = 14,466$, with the difference falling between 10, 681 to 18,251 (lower and upper interval). The experimental class’s posttest average was greater than the control class, which is why the Tcount score was positive. 7,650 was the outcome.

5) N-gain Score Test

The N-Gain score test was utilized by the researcher to assess the efficacy of Speaky Application which was employed as a treatment I the experimental class. IBM SPSS 24 was used to calculated the N-Gain Score data, which is seen below

Table 4. 14 Result of N-Gain Score test

N-Gain Score Calculation Result			
Respondent	Control class	Respondent	Experimental Class
	N-Gain Score (%)		N-Gain Score (%)
1	22.22	1	50.00
2	21.43	2	55.56
3	25.00	3	55.56
4	22.22	4	62.50
5	16.67	5	54.55
6	14.29	6	70.00
7	16.67	7	50.00
8	0.00	8	60.00
9	12.50	9	62.50
10	22.22	10	44.44
11	33.33	11	61.54
12	20.00	12	50.00
13	14.29	13	60.00
14	0.00	14	50.00
15	20.00	15	50.00

16	10.00	16	50.00
17	100.00	17	57.14
18	20.00	18	71.43
19	14.29	19	88.89
20	33.33	20	100.00
21	11.11	21	30.00
22	12.50	22	100.00
23	40.00	23	55.56
24	25.00	24	71.43
25	25.00	25	66.67
26	11.11	26	50.00
27	25.00	27	45.45
28	20.00	28	25.00
29	16.67	29	55.56
30	20.00	30	25.00
Mean	21,4947	Mean	57,6254
Min	0,00	Min	25,00
Max	100,00	Max	100,00

The average/meanscore in the experimentalclass was 57,62, while the control class's average was 21,49, according to the Ngain score test result above. The experimental class's minimum score was 25,00, while the control class's was 0,00, Based on the result data N-Gain Score test above, it was shown that the averagemean score in the control class was 21,49, meanwhile the average/mean score in the experiment class was 57,62. The min score in class control was 0,00 and the experimental was 25,00. 100 was both class's highest score.

B. Discussions

1. The effectiveness of using speaky application on students writing ability

This study sought to determine if the use of speaky application had a substantial impact on the writing abilities of students in the 12th grade of SMK Tamtama Kroya, Cilacap. According to the investigation of the data obtained. The purpose of paired sample Ttest was to determine if there was any statistically significant distinction between the outcomes that students achieved in the learning activity with speaky application pre and post treatment. Utilizing a paired sample statistic, the descriptive analysis performed on the processed data was described. The pretest mean score of the control class was 53,733, meanwhile the posttest mean score was 58,600. N pointed out data quantity from the control group, which was 30 respondents.

The mean for the experimental class's pre-test score was 53,600, and the post-test was 73,066. There were 30 numbers of data. The pretest deviation standard was 7,832, and while the posttest was 6,638. The explanation from the both tables of the paired sample ttest that conducted in both classes, that the mean score of both classes were identical in the pretest (53,733 and 53,600)

From the mean score of pre-test and the post-test, found out there was a difference. The control group increased 4,867 points and the experimental group increased by 19,466 points. It means the scores of both classes increased, and the difference in mean score between both classes was 14,599. This indicates that the experimental classes had a higher mean than the control class. As a result, the using of Speaky application on student's writing ability was more effective than the other method. In accordance with (Nushi & Shirvani, 2021) state that Speaky is mainly designed to help language learning but it is also used to find new friends as well as

communicating with them all around the world. Speaky provides the opportunity to communicate with native speaker, through the chatting and having conversation with them as well as receiving some corrective feedback.

It was demonstrated through the Paired Sample T-test that the result of descriptive analysis were in line with the statistical hypothesis. One can infer that H_a was accepted whereas H_0 was not, since the both classes received a significance level of $0,000 < 0,05$ for the two-tailed test. Before and after the intervention, both classes had significantly different average score, the experimental and even the control classes which did not get treatment.

As per (Widiyanto, 2013), the independent sample T-test was employed to determine whether there was a significant distinction among the post-test of experiment and control class after experiment. The two variances were found to be homogenous in the independent sample T-test pre-test result, where the value of sig. Levene's test for equality of variances was $0.493 > 0.05$. As a result, the value from the equal variance assumed table served as the basis for the pre-test analysis, and H_a was disregarded based on the independent sample t-test due to the value of Sig. two tailed being higher than 0.05 (0.949). As a result, there was no distinction between the experimental and control classes in average pre-test result. The data analysis outcome may be stronger if the t_{count} and t_{table} were compared. The T_{count} value was 0,064. The T_{table} created using $df=58$ and a 0.05 alpha. As the result, T_{count} had value of 0,064 T_{table} 1,671. Inferring that there was no difference in average pretest score between the control and experimental classes. It can be concluded that H_a is rejected.

In addition, the result of independent sample T-test in the post-test, which determined the value of Sig. Levene's test equality of variances was $0.250 > 0.05$, indicating that the data variance of both classes control and

experimental was identical. Consequently, the post-test analysis was governed by the the value of equal variances assumed table. Based on the Sig. (2 tailed) value of $0.000 < 0.05$ in the independent sample t-test, it can be concluded that H_a was accepted. There was differences in the average post-test score between experimental and control class. The conclusion of the data analysis was strengthened by a comparison of t_{count} and t_{table} . The t_{count} for the independent sample T-test of post-test was 7.650. And the t_{table} was generated using $df=58$ and $\alpha=0.05$. Therefore, T-count was higher than the T-table ($7.650 > 1.671$). according to the conclusion, H_a was acceptable.

In addition, the kind of N-Gain acquisition can be determined using the criteria for N-Gain Score Test given in the table 4.14. The control class's mean score with no Speaky Application treatment was 21.494%, as shown by the table N-gain result,. this score indicates that the N-Gain score from control class was in ineffective category. Meanwhile, the average N-Gain score from the experimental class using the Speaky Application treatment was 57.625%. This value portrays the experimental class's N-gain score included in the effective enough category where "effective enough" falls below the "effective" category and above the "less effective" category. According the data, the Speaky application was effective enough or sufficient to help students in writing ability.

Comparing the T-count to the T-table revealed a ststistically significant difference between the pre-test and post-test in both classes. It was evident that the experimental classes had significant difference than the control class. So, it can conclude that the class who received Speaky Application treatment had greater effect than the class who didn't received Speaky Application treatment (conventional method). In accordance, (Mouna, 2018) used Speaky Application to help the students learning, with the result majority of students improved their language proficiency, gained other

skills and competencies. This study also discovered that using the Speaky Application as learning media made the students enjoyed the learning process, also it reduces pressure on students.

The effect of using Speaky Application as media on students writing ability admitted that it led to increase the students writing ability. The experimental group which was received the Speaky Application treatment showed a significant score in post-test. This media made the students enjoy and reduces pressure on the students. It was related to (Richards & Rodgers, 2014) theory that students learn more when they relaxed. Drawing on the findings of this investigation, it can be said that the Speaky application is effective to learn English especially for writing, because its enjoyable, and exciting.



CHAPTER V

CONCLUSION, SUGESTION, AND LIMITATION

The researcher provided an explanation of the study's findings and recommendations in this chapter.

A. Conclusion

This study aimed to discover the effectiveness of the Speaky Application on student's writing ability at 12th grade of SMK Tamtama Kroya, Cilacap. The data calculate by comparing the difference between pretest and posttest with IBM SPSS 24. After the findings between experimental and control class compared, the result showed that the implementation of Speaky Application had significant effect on student's writing ability. Beside both classes increased their values, but the experimental class was higher compared to the control class. Based on the score of pre-test and post-test, mean score of pre-test from experimental was 53.600, meanwhile the mean score of the post-test was 73.066. Then the mean score of the control class's pre-test was 53.733, and the mean score of the control class's post-test was 58.600. According to the data, the value of experimental classes increased to 19.466, and the value of control class increased 4.867. Even though both classes had increased their values, yet the experimental class was higher than the control class. So, the N-Gain Score Test was employed to know whether the Speaky Application was effective on students writing ability or not.

Based on the result discussed in the previous chapter, there was interstice between the students who treated with Speaky application and the students who did not treated with the Speaky application at the 12th grade of SMK Tamtama Kroya, Cilacap. In addition, the comparison of the experimental and control classes in the Ttest, with 58 degree of freedon and a significance level of 0.05 the tcount value was greater than the T-table value ($7.650 > 1.671$).

To say it differently, the level of significance ($0.000 < 0.05$) was lower than the probability (Sig. two-tailed). Given that T-count was more than the T-table and the p was less than 0.05, it was appropriate to state that the null hypothesis that there was no distinction has been rejected. Moreover, the N-Gain Score test result in experimental class was 57.625%, and in the control class was 21.494%. and the result based on the criteria of N-Gain acquisition table, the N-Gain score of control class that used conventional media (no speaky application treatment) was $21.494\% < 40\%$, which means ineffective. Besides, then-Gain score of the experimental class that used Speaky Application was $57.625\% > 56\%$, which means effective enough.

After performing the Speaky application to teach writing, the result of posttest score showed a difference from the pretest. This was demonstrated by the fact that this outcome, teaching writing using Speaky Application was effective enough on students writing ability and also make students interested in learning. So, the more teachers use interesting learning media for students to teach writing, the greater the level of enthusiasm and students' writing ability growth.

B. Suggestion

Taking into account the result of the conducted research, the following recommendation might be made:

5. For the teacher

The researcher wanted the teacher to use a media for the purpose to give students a more engaging and pleasurable learning experience. The teacher also can use another media such as Speaky application to make the excitement over the students to learn English more.

6. For the students

The students would pay attention to the guidance of the teacher. The students were better when the teacher let them to enjoy and explore the learning process.

7. For school

Speaky application could be implemented into English class. An application such as Speaky can be used to increase student's English ability such as vocabulary, grammar, and especially writing ability.

8. For the other researchers

A few of numerous aspect were briefly covered I the research. Consequently, it was recommended that the other researchers hold a debate based on the same elements in a field similar to the one this research examined.

C. Limitation

This research has a number of limitation most of which stem from the limited time frame to which is made. The study is limited by the need to comply with set times, so there are certain limits to the investigation. In particular, the study involved only three meetings and that were not solely devoted to writing material. Therefore, the treatment was not completely optimized and longer period of time would have been advantageous.

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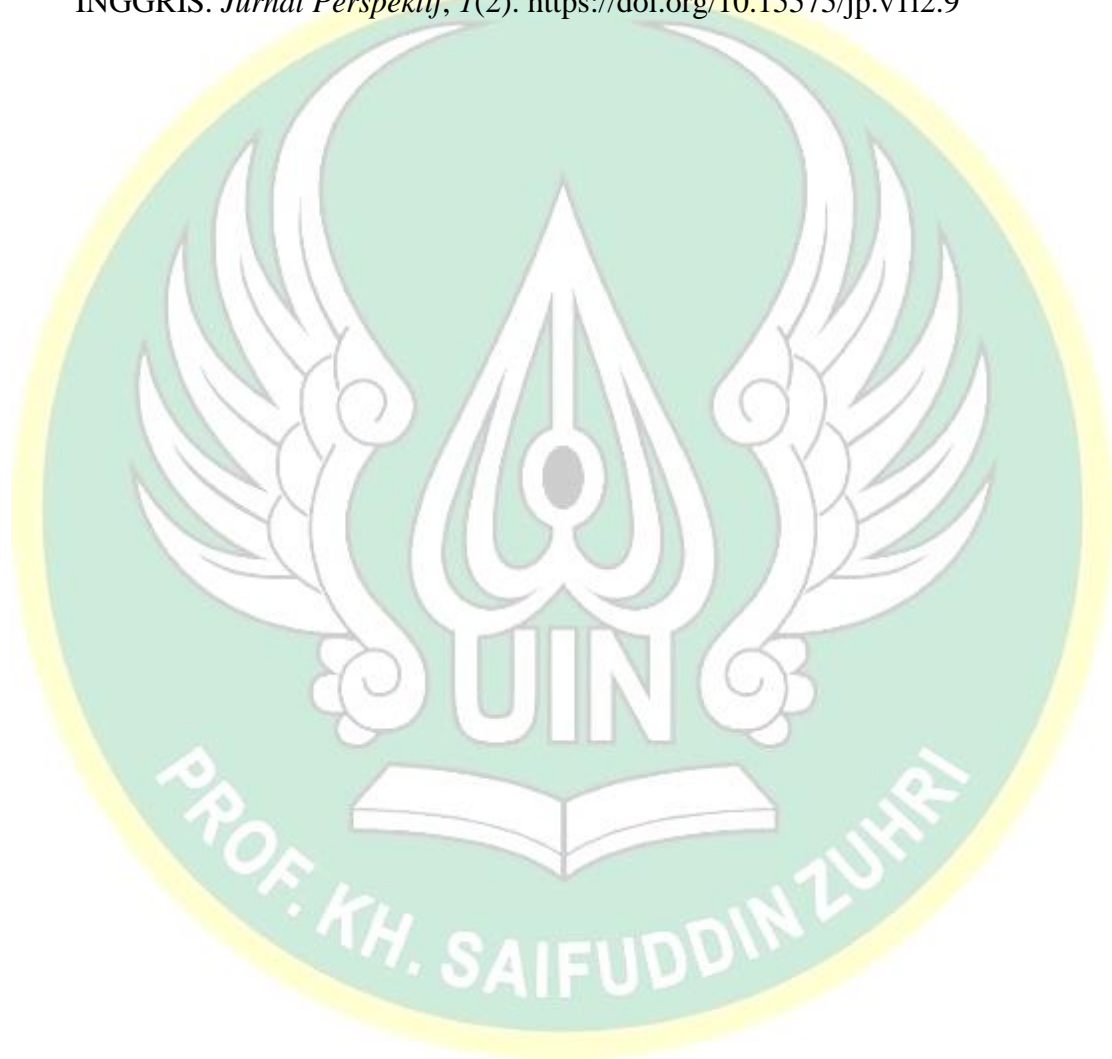
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APPENDICES

Appendix. 1 Lesson Plan

Experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Tamtama Kroya
Kelas/ Semester : 12 TKR 3 (experimental class)
Sub Tema : Recount text
Alokasi Waktu : 2x40 menit (3 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya mengenai tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba mengolah dan menyajidalam ranah kongkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggungjawab, peduli, Kerjasama, dan cinta damai,dalam melaksanakan komunikasi fungsional
5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan recount text dengan memberi dan meminta informasi terkait recount text.
6. Menentukan fungsi sosial recount text.
7. Menganalisis struktur recount text.

C. Indikator

1. Siswa mampu menangkap makna terkait pengertian dari recount text.
2. Siswa mampu menangkap makna terkait fungsi sosial dari recount text.
3. Siswa mampu menangkap makna terkait struktur text dari recount text.

D. Tujuan Pembelajaran

1. Setelah pembelajaran siswa mampu mengidentifikasi terkait pengertian dari recount text.
2. Setelah pembelajaran siswa menganalisis terkait fungsi sosial dari recount text.
3. Setelah pembelajaran siswa mampu menganalisis terkait struktur text dari recount text.
4. Setelah pembelajaran siswa mampu menulis recount text sesuai dengan fungsi sosial struktur teks dan unsur kebahasaan recount text.

E. Materi Pembelajaran

Recount text

a) Definition of Recount Text

Recount text is a type of text in English that tells about an action, a story, an experience, or an activity. Usually, recount text tells about someone's experience. (jenis text yang menceritakan mengenai kejadian, cerita, pengalaman atau kegiatan dari seseorang)

b) Purpose Of News Item Text

The purpose of Recount Text is to provide information or to entertain readers so that there is no conflict in the story. (tujuannya untuk memberikan informasi dan menghibur pembaca)

c) Generic Structure of Recount Text

- Orientation

Tells about the background information about who, where, when the incident or event occurred. (bagian yang menceritakan latar belakang dari cerita seperti kapan, siapa, dan dimana kejadian tersebut terjadi)

- Events

Tells a series of events that occurred in chronological order. (bagian yang menceritakan kejadian yang terjadi secara runtut)

- Re-orientation

Is the closing or conclusion of the story. To end a story, we can also give our opinion about the story related. (bagian penutup atau kesimpulan dari cerita)

d) Characteristic of Recount Text

- Using Past Tense sentences (past), such as went, departed, would, woke up, and so on.
- Using adverbs and adverbial phrases to express time, place, and way, such as last September, Pari Island, on the second day, and so on.
- Using conjunctions and time connectives to sort events or events, such as: and, before, then, after that, and so on

e) Example of Recount Text

Yesterday was one of my worst days at school. I was late not because I woke up late. I was late because I was stopped by the rain on my way to school. (Orientation)

It was 6.30 in the morning when I was ready to go to school. I looked up at the sky and the weather seemed fine. Seeing that the sky was quite bright, I walked down the street casually. However, the nice weather did not last long. 5 minutes later the sky turned gray. Soon after heavy rain started to fall. I only had two choices which were similarly difficult; whether looking for a shelter or starting running. Eventually, I decided to run but I did not make it on time. In the end, I had to stay outside of the school gate in wet and dirty clothes. So were my bags, books, and shoes. (Event)

After one hour waiting outside the gate due to being late, finally I was allowed into class. It was one of the worst days ever that I would not repeat anymore. (Reorientation)

F. Media, Alat, dan Sumber Belajar

Media Pembelajaran : Gambar, PPT, Speaky Application

Alat : Spidol, Papan Tulis, projector, smartphone

Sumber Belajar : Sumber Internet

G. Pendekatan, Strategi dan Metode Pembelajaran

Pendekatan : Saintifik

Strategi :-

Metode pembelajaran : Ceramah, tanya jawab, diskusi dan penugasan.

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pertemuan pertama		
Kegiatan Pendahuluan	<p>Orientasi:</p> <ul style="list-style-type: none"> • Guru membuka pertemuan dengan memberikan salam • Guru mempersilahkan salah satu siswa untuk memimpin doa. • Guru menanyakan kabar dan kehadiran siswa. • Guru mengecek kesiapan siswa sebelum memulai pembelajaran <p>Apersepsi & motivasi :</p> <ul style="list-style-type: none"> • Guru memberikan gambaran terkait materi yang akan dipelajari. • Guru mengecek pengetahuan siswa dengan memberikan pertanyaan sederhana. • Guru menjelaskan mengenai apa yang akan dibahas dalam pertemuan hari ini. • Guru menyampaikan tujuan pembelajaran yang akan dicapai 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Peserta didik melihat ppt/materi yang sudah disediakan oleh guru. • Guru menjelaskan mengenai pengertian recount text. • Guru menjelaskan mengenai purpose dari recount text. • Guru menjelaskan mengenai generic structure dari recount text. • Guru menjelaskan mengenai karakteristik recount text. • Guru menanyakan apakah ada yang ingin ditanyakan terkait dengan materi. • Guru dan siswa bersama-sama melihat contoh recount text yang sudah disediakan. • guru menyuruh siswa untuk membacakan contoh recount text tersebut sementara yang lain menyimak. • setelah membaca, guru dan siswa bersama-sama menganalisis struktur dari recount text tersebut. • setelah itu guru bertanya apakah ada yang masih bingung terkait materi recount text • jikalau tidak ada pertanyaan, guru memberikan tugas kepada siswa untuk membuat recount text yang nantinya dikirimkan kepada temannya masing-masing di speaky application untuk selanjutnya diberikan feedback. • guru menyuruh siswa untuk mengerjakan dengan waktu 30-40 menit. 	70 menit

	<ul style="list-style-type: none"> • setelah siswa selesai mengerjakan, segera mengirimkan tugasnya kepada temannya di speaky application untuk diberikan feedback. 	
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru memberikan apresiasi kepada siswa. • Guru memberikan kesimpulan terkait materi yang telah dipelajari. • Guru memberikan gambaran kegiatan pada pertemuan selanjutnya. • Guru menutup pertemuan dengan mengucapkan salam. 	10 menit
Pertemuan kedua		
Kegiatan Pendahuluan	<p>Orientasi:</p> <ul style="list-style-type: none"> • Guru membuka pertemuan dengan memberikan salam • Guru mempersilahkan salah satu siswa untuk memimpin doa. • Guru menanyakan kabar dan kehadiran siswa. • Guru mengecek kesiapan siswa sebelum memulai pembelajaran <p>Apersepsi & motivasi :</p> <ul style="list-style-type: none"> • Guru memberikan gambaran terkait materi yang akan dipelajari. • Guru mengecek ingatan siswa dengan memberikan pertanyaan terkait materi pada pertemuan sebelumnya. • Guru menjelaskan mengenai apa yang akan dibahas dalam pertemuan hari ini. • Guru menyampaikan tujuan pembelajaran yang akan dicapai 	15 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Peserta didik melihat ppt/materi yang sudah disediakan oleh guru • Guru menjelaskan mengenai Capitalization dan contohnya • Guru menjelaskan mengenai punctuation dan contohnya. • Guru menjelaskan mengenai spelling. • Guru menanyakan apakah ada yang ingin ditanyakan terkait dengan materi • Guru menyuruh siswa untuk merevisi recount text yang dibuat pada pertemuan sebelumnya sesuai dengan capitalization, punctuation dan spelling yang benar untuk kembali dikirimkan kepada temannya di speaky application untuk diberikan feedback. 	65 menit

Kegiatan Penutup	<ul style="list-style-type: none"> • Guru memberikan apresiasi kepada siswa. • Guru memberikan kesimpulan terkait materi yang telah dipelajari. • Guru memberikan gambaran kegiatan pada pertemuan selanjutnya. • Guru menutup pertemuan dengan mengucapkan salam. 	10 menit
Pertemuan terakhir		
Kegiatan Pendahuluan	<p>Orientasi:</p> <ul style="list-style-type: none"> • Guru membuka pertemuan dengan memberikan salam. • Guru mempersilahkan salah satu siswa untuk memimpin doa. • Guru menanyakan kabar dan kehadiran siswa. • Guru mengecek kesiapan siswa sebelum memulai pembelajaran. <p>Apersepsi & motivasi :</p> <ul style="list-style-type: none"> • Guru memberikan gambaran terkait materi yang akan dipelajari. • Guru mengecek ingatan siswa dengan memberikan pertanyaan terkait materi pada pertemuan sebelumnya. • Guru menjelaskan mengenai apa yang akan dibahas dalam pertemuan hari ini. • Guru menyampaikan tujuan pembelajaran yang akan dicapai 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru bertanya mengenai pengalaman waktu menyenangkan yang siswa alami. • Siswa diminta untuk mengingat momen-momen meyenangkan masing-masing dengan detail. • Guru menyuruh siswa untuk menuliskan ceritanya masing-masing di speaky application dengan menggunakan kaidah penulisan yang benar lalu dikirimkan kepada temannya untuk diberikan feedback. • Guru meminta beberapa siswa menjadi sukarelawan untuk membacakan ceritanya diddepan kelas. • Guru memberikan feedback dari cerita yang deibacakan siswa • 	75 menit
	<ul style="list-style-type: none"> • Guru bersama siswa melakukan refleksi pembelajaran. 	10 menit

Kegiatan Penutup	<ul style="list-style-type: none"> • Guru memberikan kesimpulan terkait materi yang telah dipelajari. • Guru menutup pertemuan dengan mengucapkan salam. 	
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I. Penilaian Hasil Belajar
Teknik penilaian

- Kompetensi pengetahuan:
 - a. Pre-test
 - b. Post-test
- Kompetensi keterampilan: praktik melalui speaky application

Cilacap, 18 November 2018

Mengetahui,
Guru Bahasa Inggris



Lusiana Eko Susanti, S.Pd.
NIP.

Mahasiswa Peneliti



Daniel Azib Nurfalih
NIM. 1917404037



Mengetahui,
Kepala Sekolah,
Karnad Mustolih, S.Pd.

Control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK Tamtama Kroya
Kelas/ Semester : 12 TKR 2 (control class)
Sub Tema : Recount text
Alokasi Waktu : 2x45 menit (3 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya mengenai tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba mengolah dan menyajidalam ranah kongkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
4. Menunjukkan perilaku tanggungjawab, peduli, Kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan recount text dengan memberi dan meminta informasi terkait recount text.
6. Menentukan fungsi sosial recount text.
7. Menganalisis struktur recount text.

C. Indikator

1. Siswa mampu menangkap makna terkait pengertian dari recount text.
2. Siswa mampu menangkap makna terkait fungsi sosial dari recount text.
3. Siswa mampu menangkap makna terkait struktur text dari recount text.

D. Tujuan Pembelajaran

1. Setelah pembelajaran siswa mampu mengidentifikasi terkait pengertian dari recount text.
2. Setelah pembelajaran siswa menganalisis terkait fungsi sosial dari recount text.
3. Setelah pembelajaran siswa mampu menganalisis terkait struktur text dari recount text.
4. Setelah pembelajaran siswa mampu menulis recount text sesuai dengan fungsi sosial struktur teks dan unsur kebahasaan recount text.

E. Materi Pembelajaran

Recount text

A. Definition of Recount Text

Recount text is a type of text in English that tells about an action, a story, an experience, or an activity. Usually, recount text tells about someone's experience. (jenis text yang menceritakan mengenai kejadian, cerita, pengalaman atau kegiatan dari seseorang)

B. Purpose Of Recount Text

The purpose of Recount Text is to provide information or to entertain readers so that there is no conflict in the story. (tujuannya untuk memberikan informasi dan menghibur pembaca)

C. Generic Structure of Recount Text

- Orientation

Tells about the background information about who, where, when the incident or event occurred. (bagian yang menceritakan latar belakang dari cerita seperti kapan, siapa, dan dimana kejadian tersebut terjadi)

- Events

Tells a series of events that occurred in chronological order. (bagian yang menceritakan kejadian yang terjadi secara runtut)

- Re-orientation

Is the closing or conclusion of the story. To end a story, we can also give our opinion about the story related. (bagian penutup atau kesimpulan dari cerita)

D. Characteristic of Recount Text

E. Using Past Tense sentences (past), such as went, departed, would, woke up, and so on.

F. Using adverbs and adverbial phrases to express time, place, and way, such as last September, Pari Island, on the second day, and so on.

G. Using conjunctions and time connectives to sort events or events, such as: and, before, then, after that, and so on

H. Example of Recount Text

Yesterday was one of my worst days at school. I was late not because I woke up late. I was late because I was stopped by the rain on my way to school. (Orientation)

It was 6.30 in the morning when I was ready to go to school. I looked up at the sky and the weather seemed fine. Seeing that the sky was quite bright, I walked down the street casually. However, the nice weather did not last long. 5 minutes later the sky turned gray. Soon after heavy rain started to fall. I only had two choices which were similarly difficult; whether looking for a shelter or starting running. Eventually, I decided to run but I did not make it on time. In the end, I had to stay outside of the school gate in wet and dirty clothes. So were my bags, books, and shoes. (Event)

After one hour waiting outside the gate due to being late, finally I was allowed into class. It was one of the worst days ever that I would not repeat anymore. (Reorientation)

I. Media, Alat, dan Sumber Belajar

Media Pembelajaran : Handbook
 Alat : Spidol, Papan Tulis
 Sumber Belajar : Sumber Internet

J. Pendekatan, Strategi dan Metode Pembelajaran

Pendekatan : Saintifik
 Strategi : -
 Metode pembelajaran : Ceramah, tanya jawab, diskusi dan penugasan.

K. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pertemuan pertama		
Kegiatan Pendahuluan	<p>Orientasi:</p> <ul style="list-style-type: none"> • Guru membuka pertemuan dengan memberikan salam • Guru mempersilahkan salah satu siswa untuk memimpin doa. • Guru menanyakan kabar dan kehadiran siswa. • Guru mengecek kesipan siswa sebelum memulai pembelajaran <p>Apersepsi & motivasi :</p> <ul style="list-style-type: none"> • Guru memberikan gambaran terkait materi yang akan dipelajari. • Guru mengecek pengetahuan siswa dengan memberikan pertanyaan sederhana. • Guru menjelaskan mengenai apa yang akan dibahas dalam pertemuan hari ini. • Guru menyampaikan tujuan pembelajaran yang akan dicapai 	10 menit
Kegiatan Inti	<p>bidik melihat ppt/materi yang sudah disediakan oleh</p> <p>nelaskan mengenai pengertian recount text.</p> <p>nelaskan mengenai purpose dari recount text.</p> <p>nelaskan mengenai generic structure dari recount text.</p> <p>nelaskan mengenai karakteristik recount text.</p> <p>nyanyakan apakah ada yang ingin ditanyakan terkait materi.</p> <p>siswa bersama-sama melihat contoh recount text yang ah disediakan.</p> <p>nyuruh siswa untuk membacakan contoh recount text sementara yang lain menyimak.</p> <p>embaca, guru dan siswa bersama-sama menganalisis dari recount text tersebut.</p> <p>u guru bertanya apakah ada yang masih bingung terkait ecount text</p> <p>ak ada pertanyaan, guru memberikan tugas kepada uk membuat recount text.</p>	70 menit

	<p>nyuruh siswa untuk mengerjakan dengan waktu 30-40</p> <p>swa selesai mengerjakan, beberapa siswa diminta untuk kan ceritanya didepan kelas.</p>	
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru memberikan apresiasi kepada siswa. • Guru memberikan kesimpulan terkait materi yang telah dipelajari. • Guru memberikan gambaran kegiatan pada pertemuan selanjutnya. • Guru menutup pertemuan dengan mengucapkan salam. 	10 menit
Pertemuan kedua		
Kegiatan Pendahuluan	<p>Orientasi:</p> <ul style="list-style-type: none"> • Guru membuka pertemuan dengan memberikan salam • Guru mempersilahkan salah satu siswa untuk memimpin doa. • Guru menanyakan kabar dan kehadiran siswa. • Guru mengecek kesiapan siswa sebelum memulai pembelajaran <p>Apersepsi & motivasi :</p> <ul style="list-style-type: none"> • Guru memberikan gambaran terkait materi yang akan dipelajari. • Guru mengecek ingatan siswa dengan memberikan pertanyaan terkait materi pada pertemuan sebelumnya. • Guru menjelaskan mengenai apa yang akan dibahas dalam pertemuan hari ini. • Guru menyampaikan tujuan pembelajaran yang akan dicapai 	15 menit
Kegiatan Inti	<p>tanya mengenai pengalaman yang menyenangkan yang mi.</p> <p>ninta untuk mengingat momen-momen menyenangkan masing dengan detail.</p> <p>nyuruh siswa untuk menuliskan ceritanya masing-</p> <p>minta beberapa siswa menjadi sukarelawan untuk kan ceritanya diddepan kelas.</p> <p>mberikan feedback dari cerita yang deibacakan siswa</p>	65 menit
	<ul style="list-style-type: none"> • Guru memberikan apresiasi kepada siswa. 	10 menit

Kegiatan Penutup	<ul style="list-style-type: none"> • Guru memberikan kesimpulan terkait materi yang telah dipelajari. • Guru memberikan gambaran kegiatan pada pertemuan selanjutnya. • Guru menutup pertemuan dengan mengucapkan salam. 	
Pertemuan terakhir		
Kegiatan Pendahuluan	<p>Orientasi:</p> <ul style="list-style-type: none"> • Guru membuka pertemuan dengan memberikan salam. • Guru mempersilahkan salah satu siswa untuk memimpin doa. • Guru menanyakan kabar dan kehadiran siswa. • Guru mengecek kesiapan siswa sebelum memulai pembelajaran. <p>Apersepsi & motivasi :</p> <ul style="list-style-type: none"> • Guru memberikan gambaran terkait materi yang akan dipelajari. • Guru mengecek ingatan siswa dengan memberikan pertanyaan terkait materi pada pertemuan sebelumnya. • Guru menjelaskan mengenai apa yang akan dibahas dalam pertemuan hari ini. • Guru menyampaikan tujuan pembelajaran yang akan dicapai 	5 menit
Kegiatan Inti	<p>didik melihat ppt/materi yang sudah disediakan oleh</p> <p>menjelaskan mengenai Capitalization dan contohnya</p> <p>menjelaskan mengenai punctuation dan contohnya.</p> <p>menjelaskan mengenai spelling.</p> <p>menanyakan apakah ada yang ingin ditanyakan terkait materi</p> <p>menyuruh siswa untuk merevisi recount text yang dibuat pertemuan sebelumnya sesuai dengan capitalization, on dan spelling yang benar.</p>	75 menit
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru bersama siswa melakukan refleksi pembelajaran. • Guru memberikan kesimpulan terkait materi yang telah dipelajari. • Guru menutup pertemuan dengan mengucapkan salam. 	10 menit

L. Penilaian Hasil Belajar

Teknik penilaian

- Kompetensi pengetahuan:
 - a. Pre-test
 - b. Post-test
- Kompetensi keterampilan: praktik melalui speaky application

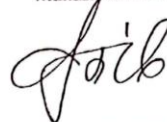
Cilacap, 18 November 2023

Mengetahui,
Guru Bahasa Inggris



Lusiana Eko Susanti, S.Pd.
NIP.

Mahasiswa Peneliti



Daniel Azib Nurfalah
NIM. 1917404037



Appendix. 2 Daily Examination

Daily examination of XII TKR2 and XII TKR3				
N O	XII TKR2		XII TKR3	
	Nama	UH	Nama	UH
1	Gilang Ferdiansyah	78	Bakhtiar Ikhwan M	76
2	Eka Nur	77	Iqbal Wanka	77
3	Alfin Yoga F	77	Bayu Kusuma	76
4	Adam Dwi p	75	Bagas Nur Saputro	81
5	Syarif Hidayah	75	Rendy Yuliantoro	76
6	Deddy Purnomo	78	Rizki Aris Finandar	82
7	Achmad Choerul H	80	Neva Adrian N	76
8	Galih Kurniawan	80	Afid Maulana	75
9	Bonanza Adhip P	77	Budi Suhartono	78
10	Dexa Diky R	75	Khoirul Annam	77
11	Warsito	76	Joni Pratama	76
12	Damas Adi Arianto	77	Roman Fajar P	77
13	Alvin Rifaldi	76	Yozma Dwiki P	78
14	Elvin Setyo Widodo	78	Arif Fajar D	77
15	Jefri Setiawan	78	Alif Triyanto	78
16	Dimas Andre	76	Riski Adi K	77
17	Dwi Nurcahyono	77	Hengki Fernando	76
18	Wahyu Putra R	75	Fajar Danisworo	78
19	Rizal Subakti	82	Nafan Jalaludin	77
20	Adit Yudha P	77	Imam Tri Mulyono	77
21	Zulfi Ilham	78	Rivan Sunam Fauzi	78
22	Rizki Hartanto	77	Rizki Setiyawan	78
23	Restu Aji Pratama	76	Zaenul Anam	80
24	Anjar Guritno	78	Fadillah Akbar M	77
25	Aldi Saputra	78	Tri Yanuar Saputro	80
26	Luthfi Fajrian	76	Davis Destri A	77
27	Riski Agus P	77	Aditya Erlangga	77
28	Imam Mu'arif	78	Rizky Saeful R	78
29	Sodiq Rahmanto	75	Khanif Rizqi R	80
30	Yuri Masis M	76	Ahyar Rifa'i	77
	Sum	2313	Sum	2327
	Mean	77,1	Mean	77,56666667

Appendix. 3 Certificate of the research



**YAYASAN PENDIDIKAN TAMTAMA
SEKOLAH MENENGAH KEJURUAN "TAMTAMA" KROYA
KELOMPOK TEKNOLOGI DAN REKAYASA
KELOMPOK TEKNOLOGI INFORMASI DAN KOMUNIKASI**

KOMPETENSI KEAHLIAN :
1. Teknik Instalasi Tenaga Listrik
2. Teknik Pemesinan
3. Teknik Kendaraan Ringan
4. Multimedia

Alamat : Jl. Semangka Kedawung Kroya Kab. Cilacap Telp./Fax (0282) 494126 Kode Pos : 53282
e-mail smktamtamakroya.clp@yahoo.com

SURAT KETERANGAN

Nomor : 422.5 / 194 / 2024

Yang bertanda tangan di bawah ini Kepala SMK Tamtama Kroya Kabupaten Cilacap menerangkan bahwa :

Nama : DANIEL AZIB NURFALAH
NIM : 1917404037
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto
Judul Skripsi : The Effectiveness of Using Speaky Application On Student's Writing Ability At 12th Grade of SMK Tamtama Kroya, Cilacap

Nama yang tersebut di atas adalah benar telah melaksanakan riset untuk Kebutuhan Penyusunan Skripsi di SMK Tamtama Kroya pada tanggal 10 November 2023 s.d. 10 Januari 2024.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sesuai dengan kebutuhannya.

Kroya, 11 Januari 2024
Kepala Sekolah

AKHMAD MUSTOLIH, S.Pd.

Appendix. 4 Pre-test and post-test instruments

Nama :

Score :



Kelas :

Pre-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- **Hari pertama sekolah**
- **Terlambat datang ke sekolah**
- **Memenangkan lomba di sekolah**
- **Pengalaman terbaik saat di sekolah**

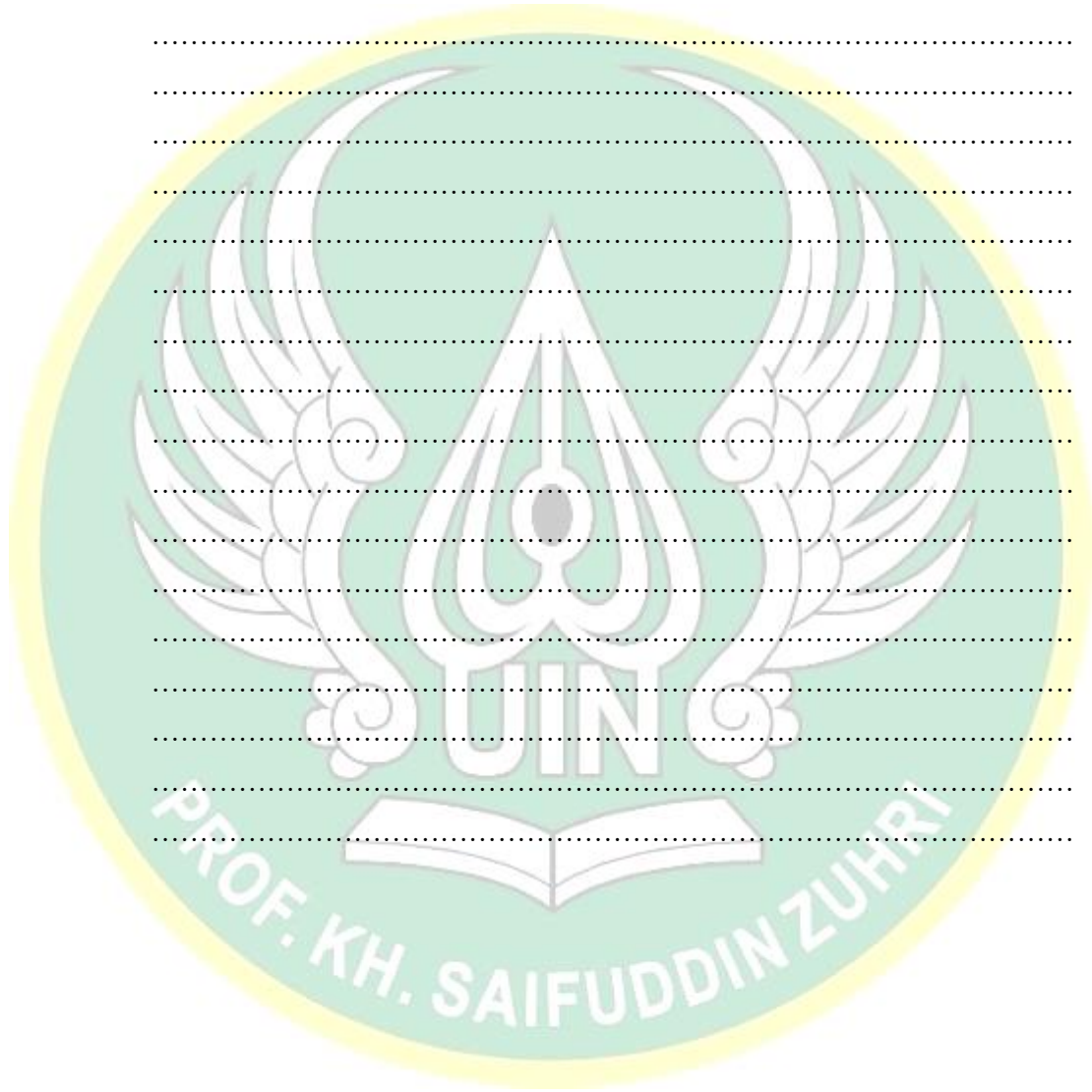
Jawab:

.....

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Rubrik penilaian writing

1. Language use (grammar) :

Score	Kriteria
5	Tidak ada grammar error.
4	Ada beberapa grammar error tapi masih bisa dipahami dengan mudah.
3	Ada beberapa kesalahan grammar tapi masih bisa dipahami.
2	Ada banyak grammar error.
1	Banyak grammar error dan susah untuk dipahami maksudnya.

2. Mechanic (spelling, capitalization, punctuation) :

Score	Kriteria
5	Tidak ada kesalahan ejaan, capitalization, dan juga punctuation.
4	Terdapat beberapa kesalahan ejaan, capitalization dan juga punctuation, tapi masih bisa dipahami dengan mudah.
3	Terdapat beberapa kesalahan ejaan, capitalization dan juga punctuation, tapi masih bisa dipahami.
2	Ada banyak kesalahan ejaan, capitalization dan punctuation, tapi masih bisa dimengerti maksudnya.
1	Banyak kesalahan ejaan, capitalization dan juga punctuation sehingga susah untuk mengerti apa yang dimaksud.

3. Content:

Score	Kriteria
5	Topik jelas, cerita menarik, orisinal, terperinci, tuntas, dan bernilai.
4	Topik jelas, cerita menarik, orisinal, terperinci, tuntas namun kurang bernilai.
3	Topik jelas, cerita menarik, orisinal, namun kurang terperinci, tidak tuntas, dan kurang bernilai.

2	Orisinal, namun topik tidak jelas, cerita kurang menarik, kurang terperinci, tidak tuntas, dan kurang bernilai.
1	Tidak orisinal, topik tidak jelas, cerita tidak menarik, kurang terperinci, tidak tuntas, dan tidak bernilai.

4. Organization:

Score	Kriteria
5	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, makna tidak ambigu, urutan waktu tepat, paragraph kohesif dan koheren.
4	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, makna tidak ambigu, urutan waktu tepat, namun paragraph tidak kohesif dan koheren.
3	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, makna tidak ambigu, namun urutan waktu tidak tepat dan paragraph tidak kohesif dan koheren.
2	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, namun terdapat makna ambigu, urutan waktu tidak tepat, dan paragraph kohesif dan koheren.
1	Tidak terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat tidak efektif, makna ambigu, urutan waktu tidak tepat, paragraph tidak kohesif dan koheren.

5. Vocabulary:

Score	Kriteria
5	Menggunakan vocabulary yang bervariasi dan tepat sesuai konteks.
4	Penggunaan vocabulary yang bervariasi namun kurang tepat dengan konteks.
3	Penggunaan vocabulary yang kurang bervariasi namun tepat dengan konteks.

2	Penggunaan vocabulary yang kurang bervariasi dan kurang tepat dengan konteks.
1	Penggunaan vocabulary yang tidak bervariasi dan tidak sesuai dengan konteks.



Nama :

Score :



Kelas :

Post-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Berlibur ke pantai
- Mendaki gunung
- Berkunjung kerumah saudara
- Mengunjungi tempat wisata

Jawab:

.....

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Rubrik penilaian writing

1. Language use (grammar) :

Score	Kriteria
5	Tidak ada grammar error.
4	Ada beberapa grammar error tapi masih bisa dipahami dengan mudah.
3	Ada beberapa kesalahan grammar tapi masih bisa dipahami.
2	Ada banyak grammar error.
1	Banyak grammar error dan susah untuk dipahami maksudnya.

2. Mechanic (spelling, capitalization, punctuation) :

Score	Kriteria
5	Tidak ada kesalahan ejaan, capitalization, dan juga punctuation.
4	Terdapat beberapa kesalahan ejaan, capitalization dan juga punctuation, tapi masih bisa dipahami dengan mudah.
3	Terdapat beberapa kesalahan ejaan, capitalization dan juga punctuation, tapi masih bisa dipahami.
2	Ada banyak kesalahan ejaan, capitalization dan punctuation, tapi masih bisa dimengerti maksudnya.
1	Banyak kesalahan ejaan, capitalization dan juga punctuation sehingga susah untuk mengerti apa yang dimaksud.

3. Content:

Score	Kriteria
5	Topik jelas, cerita menarik, orisinal, terperinci, tuntas, dan bernilai.
4	Topik jelas, cerita menarik, orisinal, terperinci, tuntas namun kurang bernilai.
3	Topik jelas, cerita menarik, orisinal, namun kurang terperinci, tidak tuntas, dan kurang bernilai.

2	Orisinal, namun topik tidak jelas, cerita kurang menarik, kurang terperinci, tidak tuntas, dan kurang bernilai.
1	Tidak orisinal, topik tidak jelas, cerita tidak menarik, kurang terperinci, tidak tuntas, dan tidak bernilai.

4. Organization:

Score	Kriteria
5	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, makna tidak ambigu, urutan waktu tepat, paragraph kohesif dan koheren.
4	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, makna tidak ambigu, urutan waktu tepat, namun paragraph tidak kohesif dan koheren.
3	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, makna tidak ambigu, namun urutan waktu tidak tepat dan paragraph tidak kohesif dan koheren.
2	Terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat efektif, namun terdapat makna ambigu, urutan waktu tidak tepat, dan paragraph kohesif dan koheren.
1	Tidak terdapat pola yaitu pendahuluan, isi, dan penutup, kalimat tidak efektif, makna ambigu, urutan waktu tidak tepat, paragraph tidak kohesif dan koheren.

5. Vocabulary:

Score	Kriteria
5	Menggunakan vocabulary yang bervariasi dan tepat sesuai konteks.
4	Penggunaan vocabulary yang bervariasi namun kurang tepat dengan konteks.
3	Penggunaan vocabulary yang kurang bervariasi namun tepat dengan konteks.

2	Penggunaan vocabulary yang kurang bervariasi dan kurang tepat dengan konteks.
1	Penggunaan vocabulary yang tidak bervariasi dan tidak sesuai dengan konteks.



Appendix. 5 Instruments Validity Sheet

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M. A. M. Pd
Jabatan : Dosen
Instansi : UIN Prof K.H Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of Using Speaky Application On Students Writing Ability at 12th Grade of SMK Tamtama Kroya, Cilacap" yang dibuat oleh:

Nama : Daniel Azib Nurfalah
NIM : 1917404037
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Catatan (bila perlu)

Feedback sudah di - follow up dengan baik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 20 Oktober 2023

Validator,



Windharyati Dyah
Kusumawanti, M.A, M. Pd

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Lusiana Eko Susanti, S.Pd.
Jabatan : Guru
Instansi : SMK Tamtama Kroya

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of Using Speaky Application On Students Writing Ability at 12th Grade of SMK Tamtama Kroya, Cilacap " yang dibuat oleh:

Nama : Daniel Azib Nurfalah
NIM : 1917404037
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Catatan (bila perlu)

.....
.....
.....
.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Cilacap, 16 November 2023

Validator,



Lusiana Eko Susanti, S.Pd.

Appendix. 6 Documentation of teaching and learning activity

Eksperimental class



Figure 1. Pre-test



Figure 2. Post-test





Figure 3. Speaky Application treatment

Control class



Figure 4. Pre-test



Figure 5. Post-test



Figure 6. Treatment

Appendix. 7 Result of pre-tests and post-tests of control and experimental classes

Control class

60

Nama : Restu Aji Pratama.

Score :

Kelas : XII TEP 3-



Pre-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Hari pertama sekolah
- Terlambat datang ke sekolah
- Memenangkan lomba di sekolah
- Pengalaman terbaik saat di sekolah

Jawab:

After graduating from school at SMP Negeri 6 Proya, I continued my studies at SMP Jam-jawa Proya. After graduating from SMP Proya I chose the TEP major.
After that, I met friends in class and over time I became acquainted and now I am close friends.
And after entering school there was a virus, namely corona virus and school learning early.

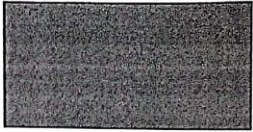
Language use : 3
Mechanic : 3
Content : 3
Organization : 3
Vocabulary : 3 +
15 x 4 = 60

68

Nama : Restu Aji Pratama.

Score :

Kelas : X11 TER 2-



Post-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Berlibur ke pantai
- Mendaki gunung
- Berkunjung kerumah saudara
- Mengunjungi tempat wisata

Jawab:

A vacations to the beach.
 At that time I visited wisatapayung beach and with my friends. After arriving at the beach I bought ice / coffee and other food and sat on a chair on the edge of the sea while watching the waves and beautiful people while drinking coffee and ice until we got sunset.

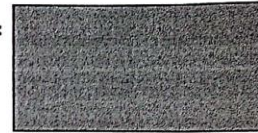
Language use : 4
 Mechanic : 3
 Content : 3
 Organization : 3
 Vocabulary : 4

$$17 \times 4 = 68$$

60

Nama : YURI MANSI M

Score :



Kelas : XII TKR 2

Pre-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Hari pertama sekolah
- Terlambat datang ke sekolah
- Memenangkan lomba di sekolah
- Pengalaman terbaik saat di sekolah

Jawab:

The first of school, I woke up and cook some eggs and then the eggs fell down the floor and wasting my time to clean up the broken plate and the egg. after that I quickly wore my uniform on the way. I got splashed by a water, my uniform is dirty. At school everyone laughed at me ~~was~~ first day of school. Since the day I always be more care ful when go to school.

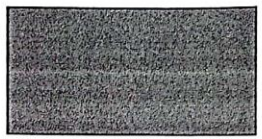
Language use : 3
 Mechanic : 3
 Content : 3
 Organization : 3
 Vocabulary : 3

15 x 4 = 60

64

Nama : Nurul MHSIC - M

Score :



Kelas : XII-TR 2.

Post-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Berlibur ke pantai
- Mendaki gunung
- Berkunjung kerumah saudara
- Mengunjungi tempat wisata

Jawab:

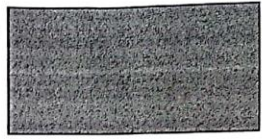
^{Went}
 Last week I went on a vacation to a beautiful beach
 labuan bajo. I stayed in a luxurious resort with a private
 pool and stunning ocean views.
 every morning I woke up to the sound of waves crashing
 against the shore and the warm sun shining through my
 window. I spent my days lounging by the pool reading a
 good book and sipping on refreshing cocktails. In the afternoons
 I explored the local town and tried some delicious Indonesian at
 the local markets. I also went snorkelling and saw a variety
 of colorful fish and coral reefs.

Language use : 3
 Mechanic : 4
 Content : 3
 Organization : 3
 Vocabulary : 3
 16 x 4 = 64

76

Nama : Dwi Nurcahyono

Score :



Kelas : XII TKR 02

Pre-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Hari pertama sekolah
- Terlambat datang ke sekolah ✓
- Memenangkan lomba di sekolah
- Pengalaman terbaik saat di sekolah

Jawab: Terlambat datang ke sekolah
 → "Dwi! Get ready quickly go to school! If you're late you'll be punished!" mom shouted from the kitchen.
 "yes, mom! wait a minute. It's still a good time, it's not too late." I replied irritably.
 → That day Monday I'm used to hearing mom's scream but it wasn't until 06.45 that she started screaming. I'm still having fun watching my friends @ stories on wa they have all left (high school students who are allowed to bring cellphones). I'm still relaxing, because the ceremony time is 07.10 wtf and the distance between my house and school is not too far. I glanced at the clock hand a little later it was already showing 06.55 minutes.

Language use : 4
 Mechanic : 3
 Organization : 4
 Content : 4
 Organization : 4
 Vocabulary : 4
 19 x 4 = 76

80

Nama : Dwi Nurcahyanto

Score :



Kelas : XII TKR 02.

Post-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Berlibur ke pantai
- Mendaki gunung
- Berkunjung ke rumah saudara
- Mengunjungi tempat wisata
- Luar negeri ✓

Jawab:

→ The first day I just went with my family to eat together on the side of the road. on another day I went for a walk to buy souvenirs and visited several tourist attractions there.

→ I am very happy. The next day, my father had to go home. First, and I took him to the airport. It's a shame that dad only spent two days with us abroad.

→ After the airport, I went back to the hotel and rested. The next day I went again to a tourist spot that I didn't like, then I went home and got ready for the airport the next day because my mother and I have to go back to Indonesia.

Language use : 4
 Mechanic : 4
 Content : 4
 Organization : 4
 Vocabulary : 4

20 x 4 = 80

Experimental class

60

Nama : Fadimah Akbar Maulana

Score :



Kelas : XII TKR 3

Pre-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Hari pertama sekolah
- Terlambat datang ke sekolah
- Memenangkan lomba di sekolah
- Pengalaman terbaik saat di sekolah

Jawab:

hari pertama sekolah

On Monday I woke up at 6 am, when I heard the sound of very heavy rain and the sound of very loud thunder, I rushed to take a shower.

Just before going to school, I had breakfast first and after that I got ready to leave by wearing shoes, but I didn't expect my shoes to get caught in the rain.

And I didn't go to school and continued sleeping.

Language use : 3

Mechanic : 3

Content : 2

Organization : 4

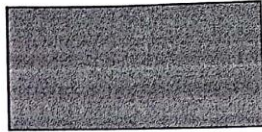
Vocabulary : 3

$$\frac{3}{15} + 4 = 60$$

80

Nama : Fadilah Akbar Maulana

Score :



Kelas : XII TKR 3

Post-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Berlibur ke pantai
- Mendaki gunung
- Berkunjung kerumah saudara
- Mengunjungi tempat wisata

Liburan.

Jawab:

on a sunny Sunday, Zoro and I aim to climb the mountain. with all the preparations, we will go to Wano hill. we will go there by riding a horse. zoro is riding a horse and I am behind him.

After a while we found there were ~~two~~ two roads. I who looked at the map suggested to choose the right road while zoro insisted on choosing the left road.

I had a feeling we would get lost and sure enough instead we headed towards wano hill and instead we found a beautiful beach with calm waves.

Language use : 4

Mechanic : 4

Content : 4

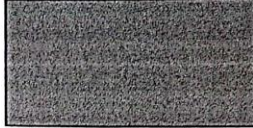
Organization : 4

Vocabulary : 4

$20 \times 4 = 80$

72

Nama : Athyar Rifali

Score : 

Kelas : XII TKP 02

Pre-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Hari pertama sekolah
- Terlambat datang ke sekolah
- Memenangkan lomba di sekolah
- Pengalaman terbaik saat di sekolah

Jawab:

Yesterday was one of my worst days at school. I was late not because I wake up late. I was late because I was stopped by the rain on my way to school.

It was 6.30 in the morning when I was ready to go to school. I looked up at the sky and the weather seemed fine. Seeing that the sky was quite bright, I walked down the street casually.

After one hour waiting outside the gate due to being late, finally I was allowed into class. It was one of the worst days ever that I would not repeat anymore.

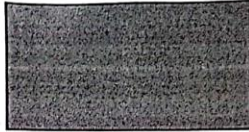
Language use : 4
 Mechanic : 4
 Content : 3
 Organization : 4
 Vocabulary : 3

10 x 4 = 72

76

Nama : Ahyar Kefai

Score :



Kelas : XII TKR 02

Post-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Berlibur ke pantai
- Mendaki gunung
- Berkunjung kerumah saudara
- Mengunjungi tempat wisata

Jawab:

my last holiday was amazing. I and my family went to Paramritur beach that is located in Yogyakarta. before we started to beach, we had arrived in Yogyakarta two days earlier and stayed in a cottage. on third day, we arrived at the beach in the morning. it was around 09.30 am. it was perfect sunny day to enjoy the beach.

after the great picnic time my father challenged us to try banana boat. it was an exciting offer for me and my brother, but my mother and sister were too afraid to take the challenge, so they both just watched our fun and challenging moment.

Language use : 4
 Mechanic : 4
 Content : 3
 Organisation : 4
 Vocabulary : 4

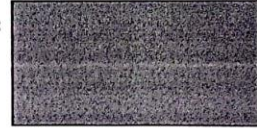
$$\frac{4}{19} \times 4 = 76$$

60

Nama : Fajar Danisworo

Score :

Kelas : XII TK 3



Pre-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Hari pertama sekolah
- Terlambat datang ke sekolah
- Memenangkan lomba di sekolah
- Pengalaman terbaik saat di sekolah

Jawab:

In grade 11 I was often late for school, almost every day. I was late because I woke up too late. Usually I wake up at 06.40 at that time I immediately got ready to take a shower.

The times spent showering is ~~about~~ ^{around} 2 minutes. After I showered, I immediately got ready to wear my uniform. I am ready to leave at 06.53.

My journey took about 10 minutes, because school starting time is 07.00. I was late for class and the teacher punished me because I was late.

Language use : 3
Mechanic : 2
Content : 3
Organization : 3
Vocabulary : 4
 $\frac{7}{15} \times 4 = 60$

80

Nama : Feyur Damsworo

Score :

Kelas : XII TIK 3



Post-test

Petunjuk :

1. Tuliskan nama lengkap dan kelas Anda di kolom yang disediakan di atas.
2. Baca petunjuk soal dengan teliti sebelum menjawab.
3. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Kegiatan ini akan diukur berdasarkan rubrik penilaian writing di halaman 2.

Tuliskan pengalaman pribadi Anda (recount text) dalam Bahasa Inggris minimal 3 paragraf, setiap paragraf berisi minimal 3 kalimat dengan memilih salah satu tema di bawah ini:

- Berlibur ke pantai
- Mendaki gunung
- Berkunjung kerumah saudara
- Mengunjungi tempat wisata

Jawab:

hutan pinus

In April, the 21st, precisely after Eid al-Fitr my friends and I went to the purwokerto pine forest. Because it was our holiday, we wanted to go to the pine forest.

My friends and I left at 09.10. The jorney from ketanggung to the pine forest takes about 1 hour. After arriving, there we paid around Rp. 20.000 for the ticket.

In the pine forest, the view of the pine trees is very beautiful and there are very many visitors there and there are lots of rides and lots of beautiful girls. hehe.

Language use : 4
 Mechanic : 4
 Content : 4
 Organization : 4
 Vocabulary : 4
 20 x 4 = 80