THE EFFECT OF MOBILE ACCESS (EASY LEARN ENGLISH) ON STUDENTS' WRITING ACHIEVEMENT AT SMPN 1 KALEDUPA WAKATOBI DISTRICT

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Abstrak

Mobile Access menjadi fokus penelitian yang memudahkan pembelajaran bahasa Inggris sebagai media dalam proses belajar-mengajar. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan akses seluler terhadap prestasi menulis siswa di SMPN 1 Kaledupa. Penelitian ini menggunakan desain eksperimen kuantitatif; populasinya adalah seluruh siswa kelas VII; dan sampelnya adalah kelas VIIA sebagai kelompok eksperimen yang berjumlah 30 siswa. Instrumen penelitian berupa tes tulis sebanyak 44 soal tes tulis. Untuk mengumpulkan data, peneliti memberikan pre-test. Kemudian, aplikasi Mobile Access diajarkan selama tiga kali pertemuan. Setelah itu penelitian memberikan post-test. Nilai rata-rata post-test (79,63) di kelas eksperimen lebih tinggi dari nilai pre-test (59,66). Berdasarkan perhitungan uji-t diperoleh thitung = 3,775 sedangkan t-tabel = 2,010 pada taraf α = 0,05 dengan DF = 49. Artinya thitung lebih besar dari ttabel. Hal ini dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan Mobile Access terhadap prestasi menulis siswa pada siswa kelas VII SMPN 1 Kaledupa.

***Kata kunci**: akses seluler, mudah belajar bahasa Inggris, prestasi menulis*

Abstract

Mobile Access is the focus of the research which makes learning English easy as a media in learning- teaching process. The objective of this study is to find out the effect of using mobile access on students' writing achievement at SMPN 1 Kaledupa. This research used quantitative experimental design; the population is all the seventh grade students; and the sample were the class VII^A as the experimental group which consisted of 30 students. The research instrument was the writing test of 44 questions of writing test. To collect data, the researcher gave pre-test. Then, Mobile Access application was taught for three meeting. After that the research gave the post- test. The mean score of the post-test (79.63) in experimental class is higher than the pre-test score (59.66). Based on the calculation of T-test, it shows that t_{count} = 3.775, while t-table =2.010 at level of α = 0.05 with DF = 49. It means that t_{count} is higher than t_{table}. This can be

concluded that there was a significant effect of using Mobile Access on students' writing achievement at the seventh grade students of SMPN 1 Kaledupa.

Keywords: *mobile access, Easy Learn English, writing achievement*

INTRODUCTION

Learn writing is an essential part in foreign language learning as whether in books or in classrooms. Writingis one of English components or sub skill that must be taught by learners. It is also central to language teaching and as of paramoun importance to a language learner. Learning with devices is at times different from the traditional writing learning strategies beacuse to use the application (mobile access), learners must download it from Google Play/iTunes and install it on their Android/IOS devices and atother times complements or enhances such strategies. In order, to learn with a mobile device, both students and teachers must first perceive the device as a learning tool. Hence, mobile learning may be useful as a supplement to teaching and learning in classrooms, online learning and more traditional methods.The teachers give arrangement for this case in learning writing. The researcher gives a solution that using the mobile access (easy learn English) as an alternative medium of teaching young learners could be considered as the best way since it pleases them a lot in learning writing at seventh grade students of SMPN 1 Kaledupa. Furthermore, it is aprecious resource to develop students' abilities in vocabulary, listening, speaking, reading, and writing. By using this media, the students can be enjoy the teaching and learning process and can memorize the words easily by seeing the word from dictionary.

Cameron, (2001) says that writing mastery is a gradual process. To reach out the good writing mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. Limited writing mastery can give bad influences in the teaching-learning process of a language. Furthermore, mastering writing well is important for the language learners. There are two writing activities that can be done, namely learning to write and writing to learn (Brewster & Girard, 2002). These two terms are almost the same but have very different meanings. Learning to write is an activity where students are more required to control the external form of writing such as written form, spelling, punctuation, and the use of words and proper grammar. While in writing to learn, students not only control the external form of a writing but also pay attention to the meaning or expression of the writing. Usually this second type of learning activity is applied in high grades because students need higher cognitive abilities to be more creative in writing. In this case the purpose of learning writing is to help the learners easier in expressing the idea because the writing is all of the words contained in a language, the word property owned by speaker or writer, words used in a field science.

Mobile Accessis an internet access service for mobile users who need easy and practice internet access through mobile phone device for searching the meaning of the word. Mobile access is a kind of MALL (Mobile Assisted Language Learning). MALL (Mobile Assisted Language Learning) is an approach to language learning that is assisted or enhanced through the use of handheld mobile devices who helpful for language teachers who wish to begin application development project. For example, Easy Learn English can be made available for searching new word and find another explaination from the word that we are searching in everywhere and

anywhere and it be a differences between printed dictionary, (Wiliam, 2011). And makes classroom learning more interesting and can allay monotony amongst learners. A recent Becta report by Elizabeth Hartnell-Young, 'How Mobile Access or Mobile Phones help Learning in Secondary Schools' showed how mobile access could be used in variety of imaginative ways. Therefore exposure to this aplication in education is imperative and prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to a varied and developing technology.

English language teachers have to be educating on the effectiveness of mobile technology in teaching activities. In addition to training the teachers on mobile device technology, they should also be encouraged to examine and envisage innovative ways through which technology can be use to create new prospects for classroom instruction. States that in educational technology, the failure of almost all initiatives is due to the additional burden placed on the teacher. He thinks that teachers' work can be facilitated by using technology. Educational software companies, teachers, and researchers have to coordinate and develop digital content for successful learning outcomes for making teaching-learning process effective and resourceful. Since current portable devices respond to the needs of this generation, language learning is expected to benefit from the extensive possession of mobile access such as dictonary (Kukulska-Hulme, 2006; Teana, A., Muhajir., Sulaiman, R. 2023). The results indicated that mobile access (easy learn English) has benefits in providing learners with greater exposure to the target language since learners can self study anytime and anywhere with the features of mobile devices. It is also demonstrate that mobile access(easylearn English) allows learners to extend opportunities in useful ways and provides better conditions and provides intrinsic motivation to students by peaking their curiosity and stumulating their interest in language learning.

METHOD

The researher used quantitative method. The quantitative method consists of a pretest and posttest which are used before and after learning. This research was conducted at SMPN 1 Kaledupa with The population of this study were class VII, each consisting of 30 people. While the sample of this study, consist of only 30 students. In this study, researcher used total sampling. The technique of data analysis in this research used analyze quantitative. The score of thesedata calculator by using SPSS application version 16.0.

The students' score of writing achievement calculate throughThe formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{Maximum score}} \times 100$$

Calculating the percentage of the student's score by using the following formula:

$$P = \frac{F}{N} \times 100$$

FINDING AND DISCUSSION

Table 1. The Distribution of Students' Pre-test Score in Experimental Class

Mark	Criteria	Frequency	Percentage
81-100	Very High	7	24%
61-80	High	7	24%
41-60	Average	11	38%
21-40	Low	4	14%
0-20	Very Low	1	3%
Total		**30**	**100%**

Table 2. The Distribution of Students' Post-test Score in Experimental Class

Mark	Criteria	Frequency	Percentage
81-100	Very High	17	57%
61-80	High	9	30%
41-60	Average	4	13%
21-40	Low	0	0%
0-20	Very Low	0	0%
Total		**30**	**100%**

Table 3. Descriptive Statistic of Pretest and Post-test Score in Experimental Class

	Pretest	Posttest
N Valid	30	30
Missing	51	51
Mean	59.6667	79.6333
Std. Deviation	2.012261	1.285591
Minimum	8	52
Maximum	84	96

As we can see on the table above, the minimum score of pre-test in experimental class was 8. Then, maximum score in experimental class was 84. Mean score of experimental class was 59.66. It means that students' writing achievement of pre-test in experimental class was categorized as high criteria. Mean score also showed that students' writing achievement before getting treatment in experiental class was higher. The maximum score of post-test in exerimental class was 96. Then, minimum score in experimental class was 52. Mean score in experimental class was 79.63. It means that after getting treatment, students' score in experimental class is classified in very high criteria. The mean score also shows those students' writing achievements after getting treatment in experimental class was higher.

Based on findings, it confirms that teaching writing by using Mobile Access (Easy Learn English) can give a significant effect toward students' writing achievement. It is indicated by the result of the statistical analysis where the students can achieve very high category score after being given treatment using Mobile Access (Easy Learn English) in four meetings and showed a significant improvement in mean score from 59.66 for pretest and up to 79.63 in the posttest. This application is available for Android Smartphone, so students can installed on their

handphone or shared from another handphone (Easy Learn English) is an offline media learn english-indonesia, so it does not make students lose with an internet connection that does not allow access to online applications. Then, by using this application, students do not need to carry a thick dictionary in the learning process and allow students to study anywhere and anytime. Mobile Access (Easy Learn English) also made the students feel enjoyed and more motivated in the learning process. Students were very enjoyed when presenting and learn by using application and andorid. In the other word, they did not learn writing monotonous, so they can learn writing with different way.

CONCLUSION

The The result of this study shows that is there any significant effect of using MA (Easy Learn English) on students' writing achievement. The result of descriptive analysis in post-test has significant improvement. Mean score of post-test (79.63) in experimental class is higher than pre-test score (59.66). Students were very enjoyed when presenting and learn by using aplication and andorid. Students also more motivated to learn writing because Mobile Access (Easy Learn English) and enjoyed the learning process.

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