Applying Andy English in Teaching Writing Skills

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Abstract

English essay writing is a skill that university students should develop. However, many students find it difficult to acquire that skill. Technology provides many advantages in teaching and learning, not to mention to help students develop their writing skills. Andy English is one of the applications like instant messengers, but the users can make conversations or chat with a robot. This research aimed to know the effect of Andy's English Application in improving students' writing skills. This research was conducted for 2nd-semester students of Economic Education at the University of Islamic Syekh Yusuf. This study was quantitative research with a pre-experimental design, one group pretest, and a post-test. There were 12 students as a sample. The pretest, treatment, and post-test collected the data. The data were analyzed by using the t-test formula. The result shows that Asymp. Sig (2-tailed) is less than α (0.000 < 0.05), which means that Ho is rejected and Ha is accepted. By calculating the data, it can be concluded that applying Andy English apps significantly improves students' writing skills. Andy English apps can also improve students' vocabulary and develop self-confidence in their writing skills. So it is recommended that the teacher overcome any problems in learning English, especially in writing.

Keywords:
Andy English; Quantitative Research, Writing Skill

INTRODUCTION

Writing is a way of communication in which writers can convey information, idea, feeling, and experience to other people. There are some aspects that should be considered when writing; such as the quality of content, grammar, and vocabulary. It is an important skill that students need to develop. University students should develop writing skill seriously for self improvement. However, it is considered hard for many students. Language teachers generally use three stages in teaching a foreign language lesson: brainstorming, giving theory and practicing. This step always repeats in their teaching learning. Therefore, students perceive fed up with it. It is caused by activity during some certain stages they might have already known. To develop writing skill, students need continous practice as well as feedback from the teachers (Lim & Phua, 2019). Praticing writing in all events can be derived stuents' attitudes, values, feelings and social relationships (Barton & Hamilton, 2000) cited in (Bjørkvold & Svanes, 2021). Writing is not only learn about skill but also should develop students' thinking, idea, and motivate themeselve in communicating into written passage (Fulwiller,2002) cited in (Ruhama & Purwaningsih, 2019).

The problems of writing in English are also faced by second semester students of *Universitas Islam Syekh Yusuf*. Data shows that the students' writing skill is low. The average score of mid-term test and final test is 5.04 from 12 students. It is identified that the problem is caused by the students' laziness and lack of practice. They do not have desire to enrich vocabulary, so it is difficult for them to understand English text. They also cannot easily understand what is said in English as well as to

respond what other people say; moreover, to produce a text. When the lecturers invite them to communicate in English, both in spoken and written, students prefer to avoid it and keep answering in Bahasa Indonesia. Students desire to be able to communicate in English, but they do not have any idea (?) because they are not accustomed to use English. Besides, it is not easy to find someone who has strong commitment to communicate in English. In fact, continuous practice will develop their vocabulary and grammar, besides it by learning writing students will be able to communicate with others ((Anggraeni et al., 2012). However, the activity in the classroom is not enough to cover the need of practice as well as to achieve the goal.

To overcome the problems, students can make use of technology. Technology provides helpful tools to develop language. Motteram (2021) stated that in this early part of 21 century the range of technologie available for use in language learning and teaching has come very diverse and the ways that they are being used in classroom all over the world. Furthermore, the use of technology can help students fix the composition of their writing (Frost,2008; McCurry, 2010; Wang, 2013) cited in (Lim & Phua, 2019). One of the way is by revising the learning steps which includes digital application (Nghi et al., 2019).

One of them is Andy English aplication, that has been available in Playstore of Android. It is English Aplication which is created for students on improving English skill. It is released on August 3, 2020 and is develoved by Andy English bot. Andy English usage is like instant messangers, but the users can do conversation or chatting with robot. As the other aplication, it is offered (suggested to simplify: the other application offers a)program to learn English that focus on grammar and vocabulary. Those aspects of language are needed to acquire language skills including writing skill.

By using Andy English, students can practice using English whenever they want. Therefore, it is expected that it can help them improve their English including the writing skill. This research was done to answer the reseach question:" Is there any effect of applying Andy English application in improving students' writing skill?".

Hopefully, this research brings benefits both theoretically and practically. Theoreticallly, this research is expected to enrich the concept or theory in its contribution to the development of science so that it is useful as a reference to help those in need. While practically, this research is expected to be useful for some parties such as students, lecturers, and campuses. For students, this research is expected to increase knowledge about fun learning methods, especially to improve English writing skills through the Andy English application can create interesting learning environments for students (Aura et al., 2021). Having robot friends, so they can interact and communicate anytime and anywhere in English while adding vocabulary and learning correct grammar in real communication.

In addition, for English teachers/lecturers, the description of the results of this study can be used as a reference of effective learning media, especially in helping to improve students' writing skills. The results of this study also provide information about how the results of implementing this application media on

students' writing skills, so that they can be considered by teachers in designing learning. This research is also expected to add insight for schools. By looking at the results of this study, the schools will try to facilitate teachers/lecturers to be able to apply learning using media that helps students improve their abilities (Gralewski, 2019), which is in accordance with campus goals.

METHOD

The research is quantitative with quasi experimental method. According to (W.Creswell, 2017), quasi-experimental research used to determine whether a particular treatment affects an outcome. The consideration of using the quasi experimental method is because the sample is a fixed group which cannot be selected randomly. Furthermore, the design used is *One group Pretest-Posttest Design.* It is done on a group without any control group. The design can be seen as follow:

$$O_1 X\ O_2$$

Description:
O_1 : Pretest score(before treatment)
X   : Treatment
O_2 : Posttest score (after treatment)

Furthermore, the steps of doing the research are as follows: 1) The researcher administered pretest to measure students' skill in writing recount text before treatment; 2) The researcher gave treatment; the implementation of Andy English application in teaching writing recount text. It was done in eight meetings. It was done once in a week for 100 minutes for each meeting; 3) The researcher administered posttest to measure students' skill in writing recount text after treatment; and 4)The researcher distributed questionnaire to reflect the implementation of Andy English in teaching writing recount text.

The population in this research is active students of the second semester of Economics Education Study Program, Universitas Islam Syekh Yusuf (UNIS) Tangerang. The total of the population is 12 students. Then the sample was purposively selected; namely total sample since the sample is all the population.

After the data collection, the researcher analyzed the data to answer the research question. The data analysis started with the test of analysis assumption; normality and homogeinity. The result shows that the data are normally distributed and homogen. After that, the hypothesis testing is done to find out whether there is an effect of using Andy English in teaching towards students' writing skill. The data analysis is done by using IBM SPSS Statistics Version 25.

3 Finding and Discussion

The research aims to know the effect of Andy English appication in improving students' writing skill. Tests (pretest and post-test) present the result of this study. Essay writing as a test to collect the data with the total number of item is one item. The students make a recount text in order to measure their writing skill.

The Description of Data

The researchers did pretest, treatment, and post-test as a procedures in conducted this study. The result of pretest shows that minimum score is 37 and maximum score is 71 with mean 56.17,median 59.50,variance 127.970,standar deviation 11.312, and range 34.Meanwhile, the post-test shows that the minimum score is57, maximum score is 90, with mean 74.83, median 76.00, variance87.424, standar deviation 9.350, and range 33. It can be seen in Table 1.

The data shows that the initial writing skill of the students is still low. Then after the treatment, the students improve their writing skill. The improvement can be seen based on the average score. In the pretest, the mean is 56.17, while the mean of posttest is 74.83. It is clear that there is improvement with the value 18.66. Furthermore, to know whether the improvement is significant, the hypothesis testing was done. The hypothesis testing was done starting from the test of analysis assumption.

Table 1. The Descriptive of Data

Descriptives

			Statistic	Std. Error
PRE TEST	Mean		56.17	3.266
	95% Confidence Interval for Mean	Lower Bound	48.98	
		Upper Bound	63.35	
	5% Trimmed Mean		56.41	
	Median		59.50	
	Variance		127.970	
	Std. Deviation		11.312	
	Minimum		37	
	Maximum		71	
	Range		34	
	Interquartile Range		17	
	Skewness		-.260	.637
	Kurtosis		-1.164	1.232
POST TEST	Mean		74.83	2.699
	95% Confidence Interval for Mean	Lower Bound	68.89	
		Upper Bound	80.77	
	5% Trimmed Mean		74.98	
	Median		76.00	
	Variance		87.424	
	Std. Deviation		9.350	
	Minimum		57	
	Maximum		90	
	Range		33	
	Interquartile Range		10	
	Skewness		-.347	.637
	Kurtosis		.096	1.232

The Test of Analysis Assumption

In analyzing the data assumption, the researchers used Shapiro-Wilk to test the normality of data and Levene Statistic to know whether the data is homogenous or not.

a. Test of Normality

Shapiro-Wilk used to analyze the distribution of data whether it is normally distributed or not with SPSS 25. The normality data can be seen in Table 2.Table 2 shows the normality test from pretest and post-test. The result

of pretest showed that sig value is higher than α (0.362 > 0.05) and sig value of post-test is higher than α (0.836 > 0.05). It can be concluded that the data from pretest and post-test is higher than α (0.05), it means that the data is normally distributed.

Table 2. Normality Test

	Shapiro-Wilk		
	Statistic	Df	Sig.
PRE TEST	.928	12	.362
POST TEST	.964	12	.836

b. Test of Homogeneity

In order to know the homogeneity of data, the researchers used Levene Statistic with SPSS 25. The homogenous data can be seen in Table 3. It shows that the sig value is higher than α (0.077 > 0.05). It can be concluded that the data is homogenous.

Table 3. Homogeneity Test

Levene Statistic	df1	df2	Sig.
4.595	2	5	.077

Testing the Research Hypothesis

Based on the analysis assumption test, the data showed normally distribution and homogenous. So in calculating the hypothesis of this research, the researchers used t-test (paired sample test). It is used in order to answer the research question "Is there any effect of applying Andy English application in improving students' writing skill?". The result of hypothesis can be seen in Table 4.

Table 4 Testing the Research Hypothesis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	56.17	12	11.312	3.266
	Post Test	74.83	12	9.350	2.699

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	12	.851	.000

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pre Test – Post Test	-18.667	5.944	1.716	-22.443	-14.890	-10.878	11	.000

Based on the table 4, the Sig. (2-tailed) is 0.000. It means that t-test is smaller than α with Sig. (2-tailed), less than α (0.000 < 0.05). It can be concluded that Ha is accepted and Ho is rejected. It means there is significant positive effect of applying Andy English in improving students' writing skill.

Discussion

In this research the researcher has obtained results from effect of applying Andy English application to improve students' writing skill for 2nd semester students of Economic Education at University of Islamic Syekh-Yusuf Tangerang. Andy English application used to help the students in improving their writing skill and to overcome their problem in learning English.

Based on the calculating data, the result of testing hypothesis had a positive effect in teaching and learning process in writing. The result of t-test was smaller than α (0.05) with Sig. (2-tailed) was less than α (0.000 < 0.05). It can be concluded that Ha was accepted and Ho was rejected. So there is a significant difference between the pretest and post-test. It is showed that there is an improvement in students' writing skill by applying Andy English application.

This finding also line with the previos research which writing can promote students' confidence and self-esteem in learning the language and their motivation (Wang, 2019). This application (Andy English) also drill students to understand how to use a good grammar in both oral and written communication. Furthermore, the use of technology can help students fix the composition of their writing (Frost,2008; McCurry, 2010; Wang, 2013). One of the ways is by revising the learning steps which includes digital application (Nghi, 2019). Media or application in teaching learning process should be efficient, accessible, flexible, interested, and excited for the students (Nuraini et al., 2020). Andy English like a robot that can help the students more active in communication. It is a device that aids for practicing their writing skill in real context. They have a partner who is always available to respond everytime and everywhere their habit to communicate writtenly (chatting) in English.

CONCLUSION

Based on the findings, the Andy English application positively affects) students' writing skill. The improvement of their writing skill can be seen in descriptive data which has the differences score minimum and maximum between pretest and post-test. The limitation of the research is focused on students' writing skill. The result of testing hypothesis showed that t-test is smaller than α with Sig (2-tailed) was 0.000 < 0.05, means that Ho is rejected and Ha is accepted. It sum up there is a significant effect of applying Andy English in improving students' writing skill for 2nd semester students of Economic Education at University of Islamic Syekh Yusuf Tangerang. Appropriate media or application can facilitate teacher and students in teaching and learning process in or out the calssroom.

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