

**THE USE OF MONDLY APPLICATION AS A MEDIA TO INCREASE  
STUDENTS' WRITING ABILITY OF EIGHT GRADE  
AT UPT SMPN 1 KEPULAUAN SELAYAR**

**SKRIPSI**

**MUFTI HATURRAHMA**

**4516101021**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA UNIVERSITY  
2020**

**THE USE OF MONDLY APPLICATION AS A MEDIA TO INCREASE  
STUDENTS' WRITING ABILITY OF EIGHT GRADE  
AT UPT SMPN 1 KEPULAUAN SELAYAR**

**SKRIPSI**

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana  
Pendidikan (S.Pd) in English Education Department

**BOSOWA**

By

**MUFTI HATURRAHMA**

**4516101021**

**ENGLISH LANGUAGE EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA UNIVERSITY**

**2020**

SKRIPSI

THE USE OF MONDLY APPLICATION AS A MEDIA TO INCREASE  
STUDENTS' WRITING ABILITY OF EIGHT GRADE  
AT UPT SMPN 1 KEPULAUAN SELAYAR

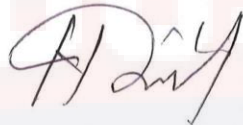
Submitted by

MUFTI HATURRAHMA  
NIM 4516101021

Had been defended in front of Skripsi Examination Committee  
October 02<sup>nd</sup>, 2020

Approved by:

Supervisor I,



Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.  
NIDN. 0919128201

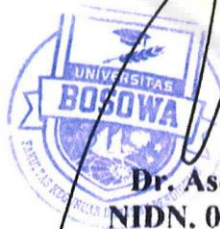
Supervisor II,

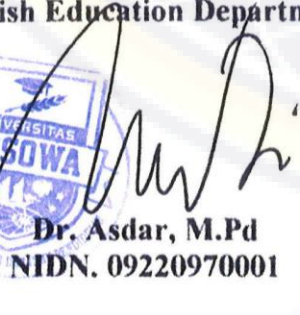


Rampeng, S.Pd., M.Pd.  
NIDN. 0916047806

Cognizant of:

Dean Faculty of  
English Education Department



  
Dr. Asdar, M.Pd  
NIDN. 09220970001

Head of  
Teacher Training and Education



Ulfah Syam, S.S., M.Pd  
NIDN. 0914127804

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Mufti Haturrahma

NIM : 4516101027

Judul : The Use of Mondly Application as a media to Increase Students' Writing Ability of Eight Grade at UPT SMPN 1 Kepulauan Selayar

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

Apabila di kemudian hari terbukti bahwa skripsi ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar, 18 September 2020

Yang membuat pernyataan

  
Mufti Haturrahma

## ABSTRACT

**Mufti Haturrahma. 2020.** *The Use of Mondly Application As a Media to Increase Students' Writing Ability of Eight Grade At UPT SMPN 1 Kepulauan Selayar. (Supervised Nurfaizah Sahib and Rampeng)*

The background of this research is to know the improvement of students' writing ability by the implementation of Mondly Application

The research apply pre-experimental with one grup class pre-test and post-test. This research was conducted at UPT SMPN 1 Benteng Kepulauan Selayar, Jl Kihajar Dewantara No.12, Selayar Island. In this research the population was the eight students of UPT SMPN 1 Benteng Kepulauan Selayar in 2020/2021 academic year. The researcher used total sampling technique. The total number of sample was 26 students from class VIII-E.

After conducted the research, the researcher concludes that the used of mondly application increase writing skill student, it is proved by the mean score of the students' in pretest and post-tes. The result of the research shows that Mondly application significantly increase students' writing ability after did treatment. mean score improved from 334 in pre-test to 510,75 in post-test. It indicated that the alternative hypothesis (HA) was accepted and, of course, the null hypothesis (H0) was rejected. It means that Mondly Application could increase the students' Writing ability in learning English at SMPN 1 Kepulauan Selayar.

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

## ABSTRAK

**Mufti Haturrahma. 2020.** *The Use of Mondly Application As a Media to Increase Students' Writing Ability of Eight Grade At UPT SMPN 1 Kepulauan Selayar. (Supervised Nurfaizah Sahib and Rampeng)*

Latar belakang penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis siswa dengan penerapan aplikasi Mondly.

Penulis menerapkan metode pre-eksperimental dalam satu kelas pre-test dan post-test. Penelitian ini dilakukan di UPT SMPN 1 Benteng Kepulauan Selayar, Jl Kihajar Dewantara No.12, Kepulauan Selayar. Populasi pada penelitian ini adalah siswa kelas delapan dari Benteng Kepulauan Selayar tahun akademik 2020/2021. Total sampel dalam penelitian ini adalah 26 orang dari siswa kelas VIII-E.

Setelah dilakukan penelitian, peneliti menyimpulkan bahwa penggunaan Aplikasi Mondly dapat meningkatkan keterampilan menulis siswa, hal ini dibuktikan dengan nilai rata-rata siswa dalam pretest dan post-tes. Hasil penelitian menunjukkan bahwa penerapan Mondly secara signifikan meningkatkan kemampuan menulis siswa setelah dilakukan perlakuan. skor rata-rata meningkat dari 334 pada pre-test menjadi 510,17 pada post-test. Ini mengindikasikan bahwa alternative hypothesis (HA) diterima dan tentunya null hypothesis (H0) ditolak. Artinya, penerapan Mondly dapat meningkatkan keterampilan menulis siswa dalam pembelajaran bahasa Inggris di SMPN 1 Kepulauan Selayar.

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

## ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim

Alhamdulillah Rabbil Alamin, the researcher would like to express her deepest gratitude to the Almighty Allah SWT, who has been giving mercy, blessing, inspiration, and good health all the time so that the writer is finally able to write her thesis entitled “The Use of Mondly Application as a Media to Increase Students’ Writing of Eight Grade At UPT SMPN 1 Kepulauan Selayar”. Also the researcher does not forget to send great respect to the prophet, Muhammad SAW. Peace be upon him, who has guided the human being from bad condition to the better life.

During the writing of the thesis, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, this thesis would never be possibly completed. Therefore, the researcher would like to express the greatest thanks and biggest appreciations for those people, they are:


Dr. Asdar., M.Pd, as dean Faculty of English Education Department Bosowa University. Ulfah Syam, S.S., M.Pd, as the head of English education department. My first Supervisor Nurfaisah Sahib, S.Pd.I., M.Pd who has given me advice and suggestion in completion of this thesis. My second Supervisor Rampeng S.Pd., M.Pd who has given me advice and suggestion in completion of this thesis



All lecturers in English Education Department who have taught the writer useful knowledge and skill. My beloved parents, for my mother Dra. Calawati and my father Drs. Muslimin who always give pray, support, loving to me. So, I can finish My S1 Degree. I dedicate this thesis to you. All my family that always give me support, so I can do everything for this study. All friends in FKIP 2016 especially Yustika Amir, Kristina Benyamin, Wanda Agustina, Dina Febrianti, Nini Rahayu Ningsi, St.Nana Hehanussa, Ade Irma, for sharing, helps, cheerfulness, and support

The researcher realized that this skripsi has not been perfect, both in terms of material or presentation. The suggestions and constructive criticism are expected in the completion of this skripsi. In the last, the researcher hope that this skripsi can provide things that are useful and add insight to the reader, and especially for the writer as well.

Makassar, 18 September 2020



(Mufti Haturrahma)



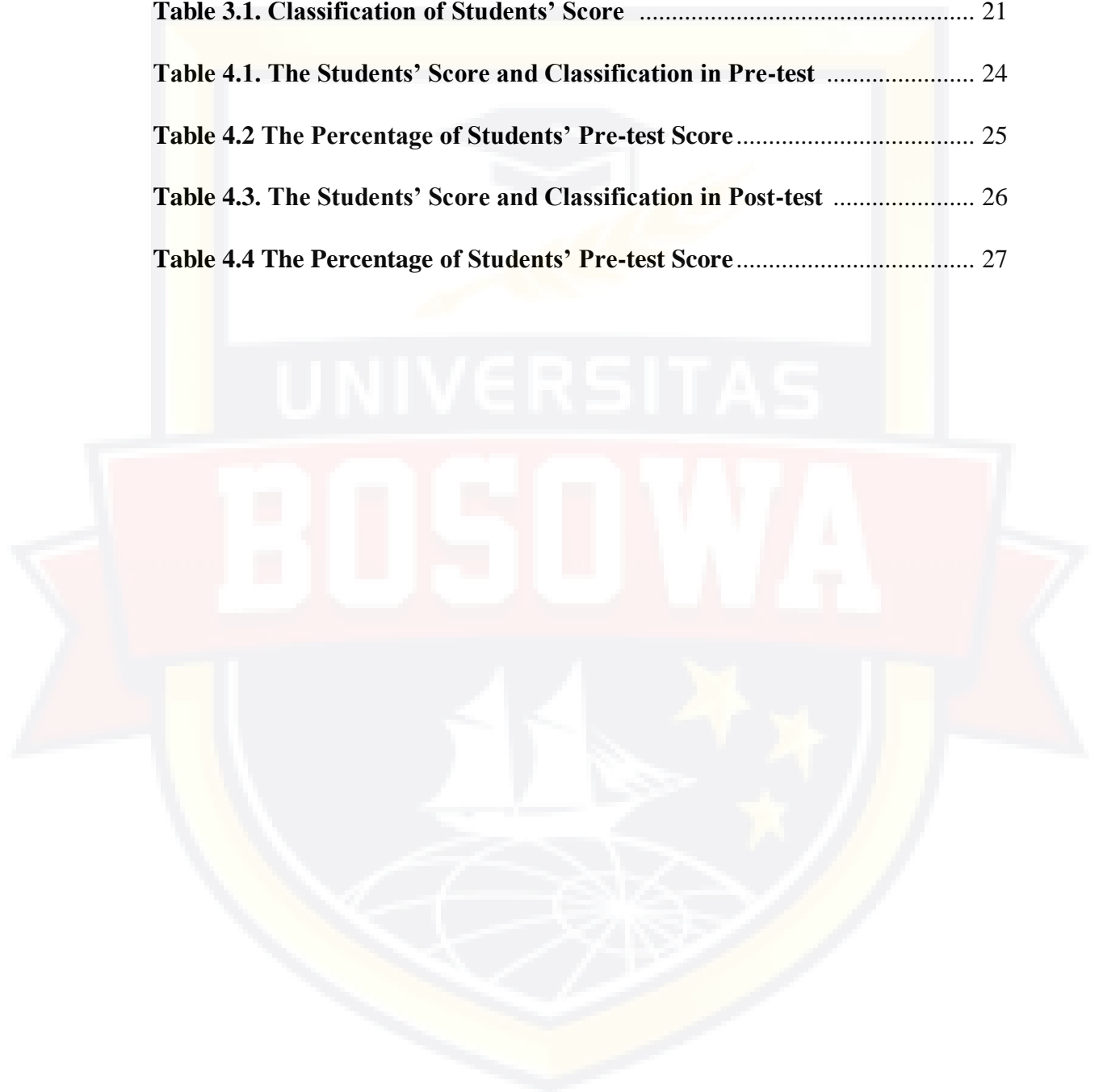
## TABLE OF CONTENT

	<b>Page</b>
<b>PAGE OF TITLE</b> .....	i
<b>PAGE OF APPROVAL</b> .....	ii
<b>PERNYATAAN</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>ABSTRAK</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENT</b> .....	viii
<b>LIST OF TABLE</b> .....	x
<b>LIST OF APPENDIX</b> .....	xii
<b>CHAPTER I : INTRODUCTION</b> .....	1
A. Background.....	1
B. Identification of Problem.....	3
C. Restricting the Problem.....	4
D. Formulation of the Problem.....	4
E. Objectives of the Research.....	4
F. Significance of the Research.....	4
<b>CHAPTER II : REVIEW OF LITERATURE</b> .....	6
A. Theoretical Review.....	6
1. Writing.....	6
2. The proses of writing.....	7
3. The Tasks of Teacher in Teaching Writing.....	8
4. Learning By Using Media.....	9

5. Learning By Using Mondly Application.....	10
B. Previous Related Research Findings .....	11
C. Conceptual Framework .....	12
D. Hypothesis .....	13
<b>CHAPTER III : METHOD OF THE RESEARCH.....</b>	<b>14</b>
A. Research Design.....	14
B. Time and Location of the Research .....	15
C. Population and Sample.....	15
D. Research Variables and Operational Definition.....	15
E. Instrument of the Research.....	17
F. Procedure of Collecting Data .....	17
G. Technique of Data Analysis .....	18
<b>CHAPTER IV : FINDINGS AND DISCUSSIONS .....</b>	<b>23</b>
A. Findings .....	23
B. Discussions .....	29
<b>CHAPTER V : CONCLUSION AND SUGGESTION .....</b>	<b>32</b>
A. Conclusion.....	32
B. Suggestion .....	32
<b>BIBLIOGRAPHY .....</b>	<b>34</b>
<b>APPENDICES .....</b>	<b>36</b>
<b>BIOGRAPHY .....</b>	<b>67</b>

## LIST OF TABLE

<b>Table 3.1. Classification of Students' Score .....</b>	<b>21</b>
<b>Table 4.1. The Students' Score and Classification in Pre-test .....</b>	<b>24</b>
<b>Table 4.2 The Percentage of Students' Pre-test Score .....</b>	<b>25</b>
<b>Table 4.3. The Students' Score and Classification in Post-test .....</b>	<b>26</b>
<b>Table 4.4 The Percentage of Students' Pre-test Score .....</b>	<b>27</b>



## LIST OF APPENDIX

<b>Appendix 1 : Attendant List</b>	<b>36</b>
<b>Appendix 2 : Grammar Test (Pre-test and Post-test)</b>	<b>37</b>
<b>Appendix 3 : Lesson Plan</b>	<b>38</b>
<b>Appendix 4 : The Result of Students' Pre-test and Post-test</b>	<b>43</b>
<b>Appendix 5 : The Students' Score</b>	<b>57</b>
<b>Appendix 6 : Administration</b>	<b>62</b>
<b>Appendix 7 : Administration Documentation</b>	<b>64</b>
<b>Appendix 8 : Biography</b>	<b>67</b>

**BOSOWA**

# CHAPTER I

## INTRODUCTION

This chapter contains about background, identification of problem, scope of the research, formulation of the problem, objective of the research, and significance of the research.

### A. Background

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

English is one of the subject matter learned by students that are given any educational level, such as elementary and upper intermediate level. It covers four language skill that must be mastered if someone wants to be successful in studying English: listening, speaking, reading and writing. The written language has nowadays an important social and educational function and its status has a high social prestige ( Urbanova and Oakland, 2012: 31). As Walsh (2010) says: Writing is important because it's used extensively in

higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

Teaching English in Indonesia is not an easy job. There are many problems in teaching English. First, the understanding of most of the students are English is a hard subject to learn. However, it have an effect in students' willingness of learning English. Second, the condition of the students who are lack of vocabulary that will make them unable to understand in learning English. Third, the students often speak their mother-tongue language, which is it makes them are unaccustomed with English.

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

The students in this era are very accustomed with Smartphone, they even are smarter and know how to use Smartphone than the old people. This moment, are good to be use by teacher in increase the student willingness in

learning English. Learning English by using application is one of the best way to them interest in learning. They did not have to sit in the class when they want to learn English, they can learn in everywhere and everyday

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

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

Relating to the description above the writer intended to do research under the title “the use of Mondly Application as a media to increase students’ writing of eight grade at UPT SMPN 1 Kepulauan Selayar”

## **B. Identification of Problem**

The research problems that the writer propose can be identified as follows :

1. Based on the background of the research, the research identification was focused on using Mondly Application to increase writing skill students’
2. Created classroom active enjoy and fun to learn English language



### **C. Scope of the Research**

This research focus on eight grade student of UPT SMPN 1 Kepulauan Selayar, in this research, researcher will use media Mondly Application on smartphone, for supporting and stimulating the students' motivation to writing English.

### **D. Formulation of the Research**

Based on the explanation above the researcher formulate the following research question. How is the implementation Mondly Application increase students' writing ability of eight grade at UPT SMPN 1 Kepulauan Selayar?

### **E. Objective of the Research**

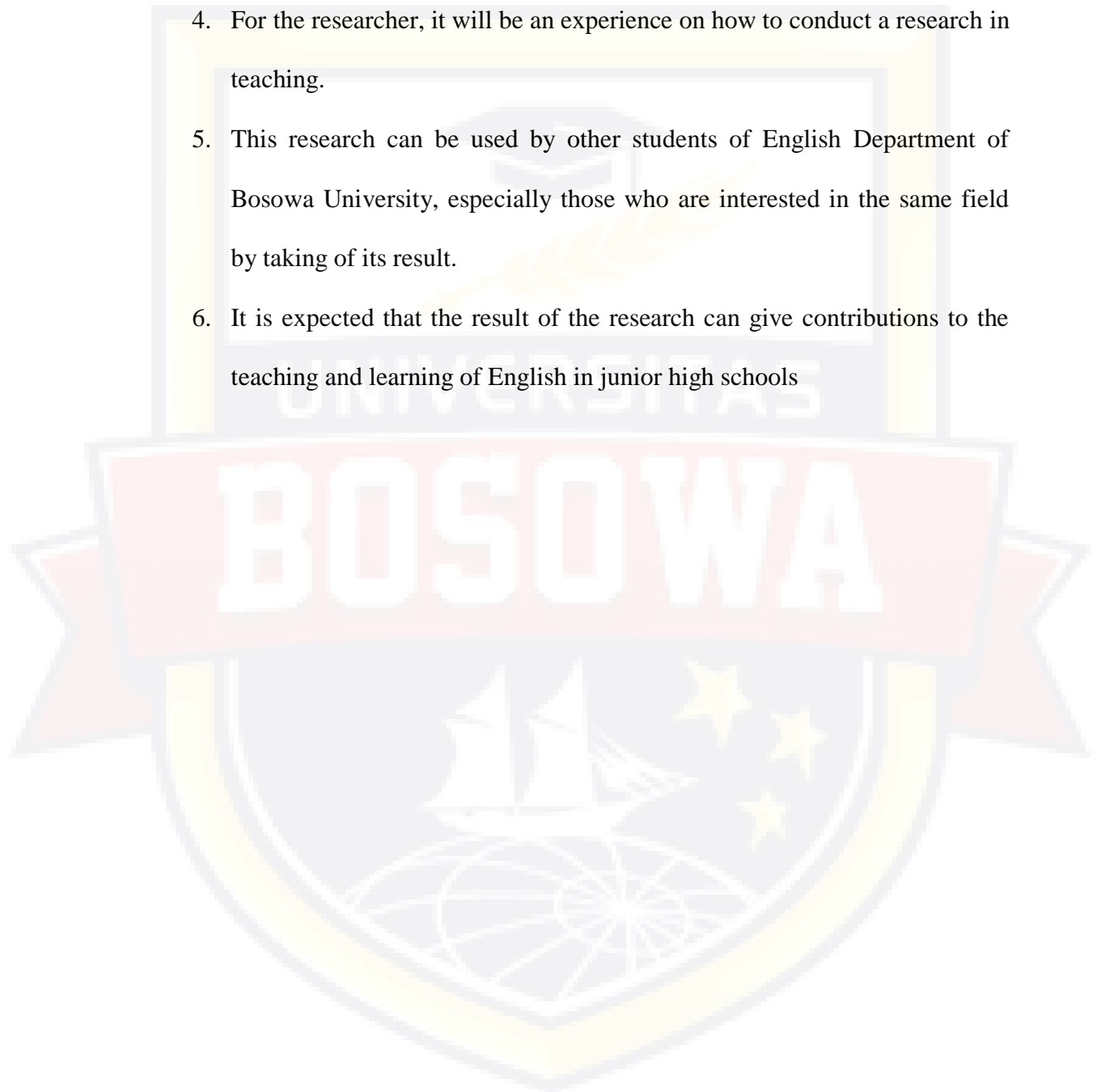
In connection with the problem formulation above, the objectives of this research are: "To find out whether or not the implementation Mondly Application to increase students' writing ability of eight grade at UPT SMPN 1 Kepulauan Selayar"

### **F. Significance of Research**

The significances of the research toward the parties mentioned above are explained as follows:

1. The research can be used by the teachers of English at the eight grade of UPT SMPN 1 Kepulauan Selayar to increase students' writing skill.
2. For the students at the eight grade of UPT SMPN 1 Kepulauan Selayar, it provide some input to improve their motivations in writing.

3. The research can be one of the references in choosing the media in teaching writing.
4. For the researcher, it will be an experience on how to conduct a research in teaching.
5. This research can be used by other students of English Department of Bosowa University, especially those who are interested in the same field by taking of its result.
6. It is expected that the result of the research can give contributions to the teaching and learning of English in junior high schools



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This study is aimed at finding out that the use of Mondly can improve the writing skills of the eight grade students. To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of writing skills and Mondly as a media. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study.

#### A. Theoretical Review

##### 1. Writing

Writing is considered as a productive skill along with speaking. Writing is one of the four language skill. Writing is one of the communication tools. One can express his idea, thought, and feeling through writing. Writing is also a medium for sharing information. It is not a natural skill because one could not acquire this ability automatically and easily. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the student's skill in writing and expressing thoughts in a good passage. What makes a successful essay? In a study on various ways writers can write good essays, Crossley, Roscoe, and McNamara (2014) suggest that "Successful writing cannot be defined simply through a single set of predefined features. Rather, successful writing has multiple profiles" (p.

184). Specifically, some successful writers compose longer essays (Crossley, Weston, McLain Sullivan, & McNamara, 2011) with more infrequent vocabulary (McNamara, Crossley, & Roscoe, 2013), and fewer grammatical, spelling, and punctuation errors. Other successful writers produce essays with more syntactically complex sentences (Crossley, et al., 2011) and with a better control of text cohesion (Crossley, et al., 2014). Hence, besides a basic goal to write texts accurately, free of grammatical errors, student authors should consider stylistic factors such as choice of words, sentence complexity, text cohesion, and length of their essays.

## **2. The proses of writing**

It can be said that good writing is very important for every student. So that, reader can easily understand what a writer has been written, and make the reader can catch writer's ideas. So the writer has to know how to write or make a good writing.

Furthermore, according to Hughes in Suharni (2016: 11), there are five components that should be taken into account in order to compose a writing product:

1. Content; The term of "content" relates to how well the students put the thesis statement and supports it with some related ideas. It can be personal experience, illustration, facts, opinion, and the use of description, cause/effect, and comparison/contrast. It also demands the students to keep focus and consistent with the key idea.

2. Organization; The term of “organization” in writing deals with how well the writers function the introductory, body, and conclusion as well as possible. Besides, the ideas follow the logical sequence.
3. Discourse; The term of “discourse” deals with the use of topic sentence, paragraph unity, transition, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.
4. Vocabulary; Vocabulary is all words that a person knows or uses. In writing, the writer should know how to choose the appropriate words to form phrases, clauses, and sentences in order to produce meaningful and effective product of writing.
5. Mechanics; Mechanics of writing are related to spelling, punctuation, citation of reference, neatness and appearance.

According to Muhammed (2015: 24-25), paragraph in English primarily consist of three parts in the following: topic sentence support and conclusion. If any learners follow and apply these suggested aspects, they may be crucial and helpful in order for them to produce successful and meaningful paragraphs. In addition, (Suriyanti & Yaacob 2016: 4) state that descriptive, narrative, expository and argumentative writings are the four most common types of writing.

### **3. The Tasks of Teacher in Teaching Writing**

In teaching English in Junior high school in Indonesia, descriptive writing is one of the types of writing that should be taught and mastered not only by the English teachers, but also by the junior high

school students, particularly those in Grades Seven, Eight and Nine. In 2013, the Indonesian English Language Curriculum made it compulsory for the students to be able to write different types of texts and one of them is the descriptive text (Departemen Pendidikan Nasional, 2013). Language Curriculum has created much stress among EFL teachers in Indonesia since there are many components that must be mastered such as grammar, spelling, content, conjunction, choice of words, and sentence arrangement to produce a unified paragraph.

#### **4. Learning by using Media**

Teaching using media can be considered as particular things that can support teachers in presenting lessons. By using media the student will pay attention with our lesson and make the student enjoy in learning English. Rossi and Breidle (2010) stated that learning media are all materials that can be used to achieve educational goals such as radio, television, books, newspapers, magazines, etc.

This research using media, particularly by using application that are easy and fun to learn. Mondly already provides language learning for 33 foreign languages, especially English language. This application provides interactive learning with chat mode. There are also different materials that you can receive everyday. Media helped the students in this research because the media supported the material in order to help students in learning or understanding the lesson.

Mondly Application as media were also helpful. Mondly Application will be use in classroom, so the students can use Mondly Application as well. Mondly Application important for enabling them to know an object by activating their visual sense. that can make student more activate and improve the students ability of writing skills in English, which are most important to the English find solutions by creating efficient and effective technique, even find some way to make the learning process English are going to be fun.

#### **5. Learning By Using Mondly Application**

Mondly is a language learning app that claims to help “play your way to a new language” and get you improve your knowledge a new language “faster than anyone else.” It’s been designed by combining principles of neuroscience with cutting edge technologies. Alex Iliescu and Tudor Iliescu founded Mondly in 2013. The company is headquartered in Brasov, Romania and the team behind the app is always growing. According to their website, they currently have over 40 million users. The Mondly app uses a combination of course materials, augmented reality, and chat bots to help learners master a new language. They currently support 33 languages that can be used in any combination, and this also student can need to learn from English by using this application,

Mondly offers a variety of options for learning a language. One of support this research, Mondly takes a scan of your room and then uses augmented reality technology to show a teacher and animations for the



words that you're learning. It's very similar to a classroom lecture, but you don't have to sit at a desk. Instead, you can interact with the animations, tapping them on your device or even getting up to walk around and get a 360 view. And Mondly KIDS is very similar to the main app, but the illustrations used are more kid-friendly and fun.

## **B. Previous Related Research Findings**

Some researchers have conducted some studies relating to the improving students ability in English through application and improving writing. They are as follows :

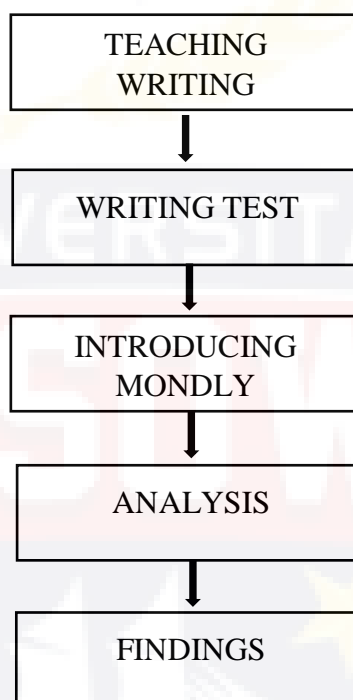
Curriculum in Indonesia is technology-based, students are required to utilize technology for learning. The existence of a Mondly Application to improve writing skills is able to offer new ways of teaching and learning activities that provide new opportunities and experiences that cannot be obtained from traditional education. It is hoped that both educators and students are expected to be able to oppose technological developments in order to reach the standards of learning in the 21st century without leaving the positive side of traditional learning.

Ramya Gangaiamaran and Madhumathi Pasupathi in they research about "Review on Use of Mobile Apps for Language Learning". They found that mobile devices provide plenty of resources to develop the listening skill of the learners who can be exposed to authentic material like live streams, English songs, radio, listening to English news. The research classified the mobile apps with the objective of aiding the English language learners to

choose the suitable app. The category of apps can enhance the use of mobile learning in acquiring different skills in of language.

### C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram.



Curriculum 2013 is the development of curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006. In junior high schools, English subject consists of three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and it is realized in four skills, i.e. speaking, listening, reading and writing. Method this research at class first meeting teaching writing in general and gave writing test

(pre-test). Next meeting I thought to explain about how to use Mondly Application and how to learn English by using Mondly Application. After that take them treatment by using Mondly. application by their smartphone. Analysis was compare the students' achievement during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher will use scoring writing ability guide which provides rating scale for criteria of writing and treatment will using application. Finally to findings classifying the score of the students' and get complete data form all research instrument including pre-test, treatment and post-test, to know whether or not Mondly Application have impact for improving students' writing skills.

#### **D. Hypothesis**

A hypothesis is the statement or estimation of identifying feature in temporary of research which has weak correctness so that it needs empirical experiment. The word of hypothesis is from the word "hypo" that has meaning under and "thesa" that has meaning correctness. The hypothesis of the research is formulated as follows:

$H_1$  : The implementation of Mondly Application can improve the students' writing ability in English at the eight grade of UPT SMPN 1 Kepulauan Selayar in the academic year 2020/2021.

$H_0$  : The implementation of Mondly Application can't improve the students' writing ability in English at the eight grade of UPT SMPN 1 Kepulauan Selayar in the academic year 2020/2021.

### CHAPTER III

#### RESEARCH METODOLOGY

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis :

#### A. Research Design

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

The formula is present as follows:

Pre-Text	Treatment	Post-Text
O <sub>1</sub>	X	O <sub>2</sub>

(Gay in Wiwin 2014:19)

Figure 1.2 The diagram of research design

Where

O<sub>1</sub> = first condition (pre-test)

x = treatment

O<sub>2</sub> = post test

## **B. Time and Location of the Research**

The research took for two weeks ( four meetings ) This research will be carried at UPT SMPN 1 Kepulauan Selayar, academic year 2020/2021.

## **C. Population and Sample of the Research**

### **1. Population**

The population of this research is second year student of UPT SMPN 1 Kepulauan Selayar in academic year 2020/2021 which is divided into twelve class. The total number of the population approximately 334 students.

### **2. Sample**

The researcher took one class from the target population for the research. The total number of sample 26 students.

## **D. Research Variables and Operational Definition**

### **1. Variables of the Research**

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. According to Kerlinger which in Sugiyono (2012: 58) states that "a variable is a construct (construct) or a trait to be studied. Sugiyono (2012: 59) states that the research variables are: "An attribute or nature or value of a person, object or activity that has certain variations determined by the researcher to study and draw conclusions". Based on the relationship between one variable and other

variables in this study consisting of the independent variable (independent variable) and the dependent variable (dependent variable).

a. Independent Variable

According to Sugiyono (2012: 59) "independent variables are variables that affect or cause changes or the emergence of the dependent variable (dependent)". Independent variables are those that researcher chooses to study in order to assess their possible effect(s) on one or more other variables. An Independent variable is presumed affect (at least partly cause) or somehow influence at least one other variable. The independent variable is Mondly Application

b. Dependent Variables

According to Sugiyono (2012: 59) defines the dependent variable, namely: "variables that are affected or that are the result, because of the independent variables". The variable that the independent variable is presumed to affect is called a dependent variable .In commonsense term, the dependent variable —depend on what the independent variable does to it, how it affects it. The indicator is students' ability.

## 2. Operational Definition of Variable

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involve variables are formulate as follows :

- a. The using of Mondly Application in learning writing, it is means that Mondly Application is use to improve writing skill student in English.

- b. The students achievement in writing of English means that the writing in English have mastery by the students after the treatment which is indicated by a better score in the post-test than in the pre-test.

#### **E. Instrument of the Research**

Instrument is a tool that is required to get information. There was one kind of instrument that used in this research it is test. The test contained the question about students' writing ability. The test consisted of pre-test and post-test. The pre-test administered before use the Mondly Application to get data on the students' prior knowledge, while the post-test was giving after using the Mondly application to get data on the impact of using Mondly Application.

#### **F. Data Collection Technique**

The researcher collected data as following the procedures:

##### **1. Pre-Test**

Before the students using Mondly Application, the research used a pre-test for the students to find out the students prior knowledge.

##### **2. Treatment**

After the writer giving the pre-test for the students, the researcher asked the students to learn English with fun way by using Mondly Application, the researcher introduced the Mondly Application and how to use it.



### 3. Post-test

The post-test same as the test on pre-test, this test aims to determine whether there is an increase for students after the treatment.

### **G. Technique of Data Analysis**

Data analysis is an effort which done by researcher to data organizes into researcher first from and categorizes to get hypothesis and make its planning. In this research related to the title, the would focused on the improvement of students' writing ability. And the researcher wanted to know more about students perform whether there was improvement after the students taught by using Mondly Application or it does not. In knowing whether or not the students' writing ability of procedure text in increase use the steps which were done by the writer in analyzing in the result of students' writing ability.

1. The researcher used criteria of assessment since the content of students' writing will cover the generic structures. The elements of writing To analysis the data, the researcher followed the steps as follows in order to know the students improvement in diagnostic test. In this research the researcher take four aspects; content, vocabulary, language use, and mechanics in order to know the students competence in writing using imaginative method during the research.
2. To get the score, the researcher used the analytical scoring by using ESL composition profile of Jacob (2008 : 103) which includes four components, namely : content, vocabulary, language use, and mechanics.

Scoring and classifying the students' ability into the following criteria like this :

a. Content

No	Classification	Score	Criteria
1	Excellent to very good	30-27	Knowledgeable relevant to assigned topic
2	Good to average	26-22	Some knowledge of subject, adequate range, mostly relevant to the topic, but lacks detail.
3	Fair to poor	21-17	Limited knowledge of subject, little substance, inadequate development of topic..
4	Very Poor	16-13	Does not show knowledge of subject, non substantive, non pertinent, or non enough to evaluate.

b. Vocabulary

No	Classification	Score	Criteria
1	Excellent to very good	25-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
2	Good to average	17-14	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
3	Fair to poor	13-10	Limited range, frequent errors of word/idiom form choice, usage, meaning confused or obscured.
4	Very poor	9-7	Essential translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate.

## c. Language Use

No	Classification	Score	Criteria
1	Excellent to very good	25-22	Effective complex construction, few errors of agreement, tense, number, function, articles, pronouns, prepositions.
2	Good to average	21-18	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function.
3	Fair to poor	17-11	Major problems in simple/complex construction, frequent errors of negation, agreement, tense, word order/function.
4	Very poor	10-5	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

## d. Mechanics

No	Classification	Score	Criteria
1	Excellent to very good	20-18	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, Paragraphing
2	Good to average	17-11	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	Fair to poor	11-8	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

4	Very poor	7-1	No mastery of conventions, will dominate by error or spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.
---	-----------	-----	--

Jacob (2008 : 103) scoring profile

1. Tabulating the students' score.
2. Findings the improvement of the students, the research will compare in this research by using following way:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

$\bar{X}$  = average score (mean)  
 $\sum x$  = total score of students  
 $N$  = total of students

3. The data was analyzed using SPSS with the analysis of Repeated Measures T-Test in order to know the significance level of the treatment effect.
4. Classifying the students' score of the test was classified into five levels as follow :

Table 3.1 Classification of Students' Score

Classification	Score
Excellent to Very Good	84-100
Good to Average	68-83
Fair to Poor	51-67
Very Poor	34-50

Based on the classification of scores above, it can be divided into the high, middle, and low scores as follow :

- a. The high scores : 86-100
- b. The middle scores : 56-70
- c. The low scores : 1-40



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter elaborates the findings of the research and the discussions of the findings. The findings are correlated with the problem statements stated in the introduction part. The findings presented in this part consists of the data obtained through the test in order to see the students' achievement in writing skill English after giving them the treatments using Mondly application. In this discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the researcher reported in this research were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

#### **A. Findings**

The tests were done twice namely pre-test and post-test, the writer gave the students' writing test before and after the treatment. To know the students' writing ability the writer conducted pre-test and post-test. As mentioned before the researcher used Mondly Application as instrument in collecting the data. It was given to the 8th grade students of UPT SMPN 1 Kepulauan Selayar. Pre-test and post-test were done to get writing score of the students. The students' scores in pre-test are presented in the following table. After analyzing the data derived from pre-test and pot-test below is the result of data analysis. The result of students' writing score in pre-test and post-test could be seen in the table below:

**Table 4.1. The Students' Writing Score In Pre-Test**

NO	Initial of Students	SCORE				Total	Mean
		C	V	L	M		
1	AAAI	10	8	11	11	40	10
2	AAP	23	17	18	12	70	17,5
3	AAA	10	10	11	14	45	11,25
4	AK	13	7	11	9	40	10
5	AAH	13	8	9	10	40	10
6	AA	17	8	6	9	40	18
7	AWMA	21	15	14	10	60	15
8	AZI	10	10	12	8	40	10
9	AD	22	14	18	11	65	16,25
10	AAP	18	13	5	9	45	15,5
11	DRA	20	10	12	18	60	15
12	FAM	21	19	20	10	70	17,5
13	FW	21	9	11	4	45	11,25
14	JML	25	20	18	12	75	18,75
15	MAM	10	10	9	11	40	10
16	NFA	21	17	13	9	60	15
17	NAI	15	10	11	4	40	10
18	NF	21	14	18	8	60	15
19	NF	13	13	16	8	50	12,5
20	NRAN	15	11	8	11	45	11,25
21	NSY	16	17	14	3	50	12,5
22	RMH	22	19	19	10	70	17,5
23	SRF	19	11	10	10	50	12,5
24	SLM	15	10	5	10	40	13,33
25	YMR	16	14	14	6	50	12,5
26	NMG	20	17	13	10	60	15
		44 7	342	300	2 47	1336	334

Source : Pre-test UPT SMPN 1  
Kepulauan selayar



Table 4.1 Above showed the students' score in mastering English content, vocabulary, language use and mechanic in writing skill through imaginative method. The total score in content is 447, total score in vocabulary is 342, total score in language use is 300, and total score in mechanic is 247. The total score of students in pre-test is 1.336 and the total of students are 26 students.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into four levels based on Heaton in Rustan (2010:21).

**Table 4.2 The Percentage of Students' Pre-test Score**

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

**Source : Students' pre-test**

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

**Table 4.3. The Students' Writing Score In Post-Test**

NO	Initial of Students	SCORE				Total	Mean
		C	V	L	M		
1	AAAI	20	14	15	11	60	15
2	AAP	22	18	21	14	75	18,75
3	AAA	27	20	22	11	80	20
4	AK	22	20	18	15	75	18,75
5	AAH	21	10	12	17	60	15
6	AA	25	19	24	12	80	20
7	AWMA	27	19	24	15	85	21,25
8	AZI	24	20	24	12	80	20
9	AD	29	19	22	10	80	20
10	AAP	27	18	18	17	80	20
11	DRA	23	20	19	13	75	18,75
12	FAM	25	18	22	10	75	18,75
13	FW	30	20	18	12	80	20
14	JML	30	20	21	19	90	22,5
15	MAM	21	19	19	4	60	15
16	NFA	28	20	25	17	90	22,5
17	NAI	30	20	16	9	75	18,75
18	NF	22	17	19	17	75	18,75
19	NF	28	18	20	9	75	18,75
20	NRAN	28	12	18	17	75	18,75
21	NSY	23	20	19	13	75	18,75
22	RMH	25	18	19	18	80	20
23	SRF	21	15	19	15	70	17,5
24	SLM	23	20	19	18	80	20
25	YMR	20	16	14	10	60	15
26	NMG	30	20	23	17	90	22,5
		711	470	510	352	2.043	510,75

Source : Post-test UPT SMPN 1  
Kepulauan Selayar

Table 4.3 Above showed the students' score in mastering English content, vocabulary, language use, and mechanic in writing skill through imaginative method. The total score in content is 711, total score in vocabulary is 470, total score in language use is 510 , and total score in mechanics is 352. The total score of students in post-test is 2.043 and the number of the students are 26 students. The mean score in tis post-test is 510,75.

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

**Table 4.4 The Percentage of Students' Post-test Score.**

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

Source : Students' post-test

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above that out of 26 student, the last category were 0 students (0%), 4 students (20%) with the fair category and the 18 students (60%) with the good category and the very good category was reached by 4

students (20%) which is in the pre-test, no one of the students could get the category. Based on the description above, it is clear that there is a improvement of students' in grammar of English by the students' on post-test through treating those students used the Mondly Application.

In the table 4.1 and table 4.2 showed the students' results. Based on the table above, there were 30 students as the sample of the research. The test was conducted by the writer before and after treatments using Mondly Application. The test focused on writing test. For the pre-test, the writer gave explanation for all students in the about the test. The test intended to know students' writing skill before students were given the treatment. Instrument the writer will explain how to use Mondly application, writer choice three various questions and student will do assignments by Mondly via smartphone in their home, For the post-test, the writer will gave the same explanation about the test same as the pre-test. The test intended to know the students' writing skill after students were given the treatment.

Table 4.1 shows the result of pre-test and table 4.2 shows the result of post-test. Based on the tables, the students' writing skill was good after doing instrument by Mondly Application. It means that the students score in writing skill showed different of raising score from the pre-test into the post-test. Based on the data, almost all students got 'good' score.

From the table above shows, mean score on pre-test was 334 and post-test is 510,75 . Based on the data the students' mean score, in post-test was higher than pre-test, it means there was an improvement of students writing skill.

## B. Discussion

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

For the pre-test, the writer gave explanation for all students in the class about the test. The test intended to know the students' writing skill before students were given the treatment, the students seems didn't understood about the test and active in asking question to the writer. The result on pre-test shows that the students has lack writing skill. The students seems didn't understood about the test and active in asking question to the writer. Instrument students' download Mondly Application and writer explain about how to use Mondly Application via video call on smartphone. There are 3 bab question for writing and student do the acivment. The test intended to know the students writing skill before students were given the treatment, the students were enjoy did the activity especially use Mondly who interesting. For the post-test, the students were given the same explanation about the test same as the pre-test. The test intended to know the students' vocabulary ability after students were given the treatment, the students more silent and faster did the test. Based on the students' score and classification in pre-test and post-test

there were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 334 improve to post-test with 510,75. It showed that there was different writing skill score of the second grade students' of UPT SMPN 1 kepulauan Selayar. After being given by using Mondly application before and after writing skill. The result of the writing test how the students' score after using Mondly Application was higher than before. In short, the average score of pre-test is 334 while the average score of post-test is 510,75. It means that the result in post-test was better than pre-test.

It can be seen, it was concluded that the students got good achievement in writing skill after using Mondly Application. Referring to the description above, it was concluded that in this research, Mondly Application as a digital media in learning writing teaching was effective. Practically the theory was accepted and it stimulated the students to improve students' writing skill at the second grade students of UPT SMPN 1 Kepulauan Selayar in the academic year 2020/2021. There were several improvement reached by the students, not only their academic score, but also their behavior to the lesson. The students' score was improve after the research was conducted using application

Some of the obstacles was found researcher because this research was carried out during pandemic the corona virus, when teaching and learning activities moved at home. Researcher have to prepare extra teaching strategy, researcher should tell students' information repeatedly. Teaching English language in class by using smartphone for communication and gave

information, so sad because we can't interact directly and researcher just handle student on smartphone. But they are active and ready for learning English language.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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

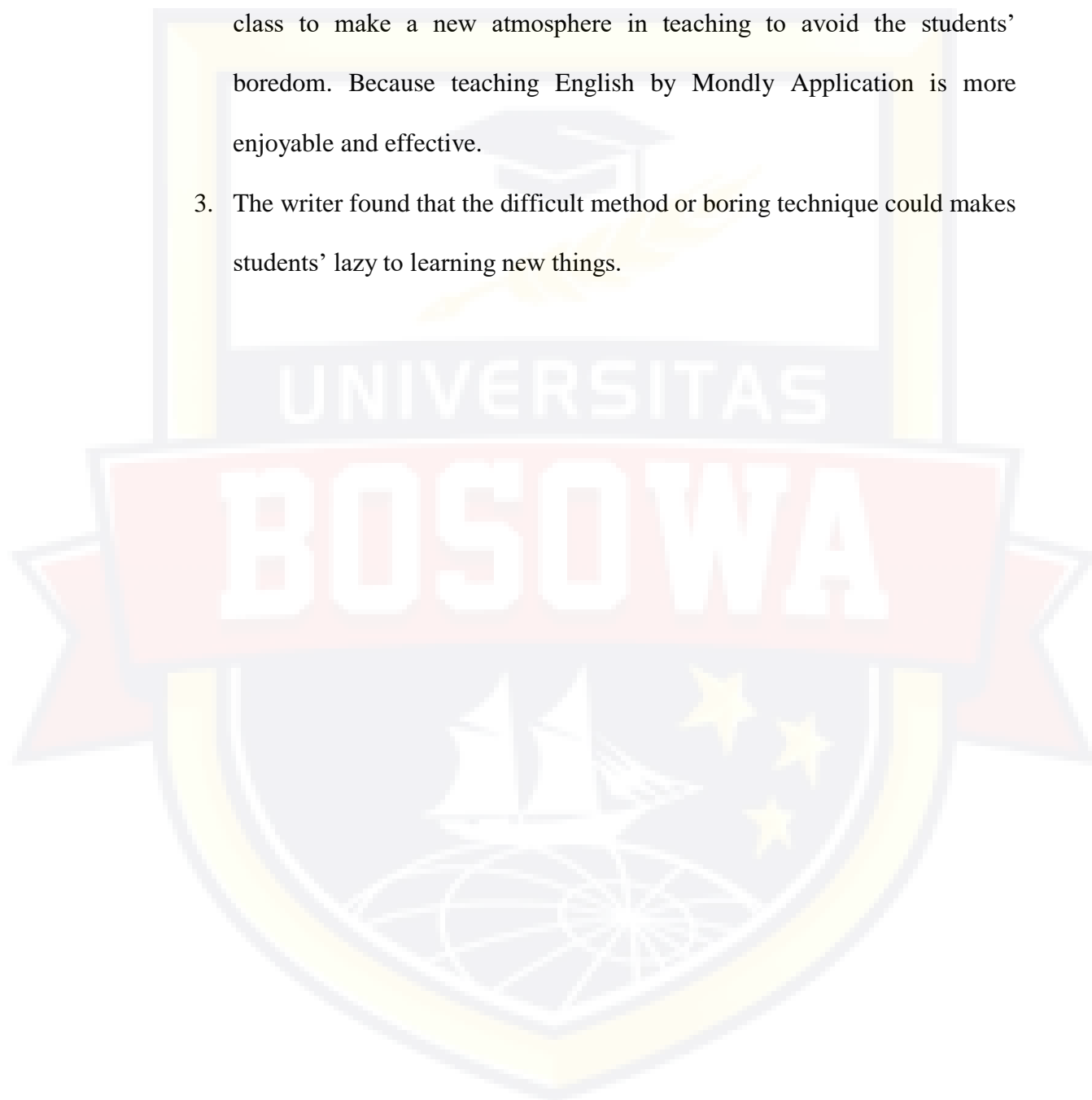
#### B. Suggestion

Based on the conclusions above, the writer put forwards some suggestions and recommendation as follow that the teacher sometimes learning English seem boring but by combining lessons with thing that students enjoy or technology can bring the learning to be more attractive to students, they tend to prefer practice directly rather than just adhering to the textbook. The teachers can try applying Mondly Application or another digital media in improving writing skill in their English class especially for writing ability.

1. Suggest that teaching English using Mondly application can be implemented in another school and students. Because everyone are able to learn English through Mondly Application.



2. Teacher can use Mondly Application as a extra subject in their home so the students could learn by fun ways and did not feel bored or used in the class to make a new atmosphere in teaching to avoid the students' boredom. Because teaching English by Mondly Application is more enjoyable and effective.
3. The writer found that the difficult method or boring technique could makes students' lazy to learning new things.



## BIBLIOGRAPHY

Addison Wesley Longman Reinking, J.A. & Hart, A. W. 2006. *Strategies for Successful*

Arsyad, A. 2007. *Media Pembelajaran*. Jakarta: PT. Rajagrafindo Persada. .

Badger, Richard and Goodith White. 2000. *A Process Genre to Teaching Writing*.

*ELT Journal Volume 54/2*. Oxford: Oxford University Press.

Burkland, J., and Grimm, N. *Motivating through responding*. *Journal of Teaching Writing*. (1986). (cited by Ilona Leki in *Coaching From the Margins in Teaching Writing* edited by Barbara Kroll-1990). Print.

Brown, D. H. 2003. *Language Assessments: Principles and Classroom Practices*. New York: Logman

Blundell, Jhon et al. 1982. *Function in English*. Oxford: Oxford University Press.

Celce-Murcia, M. 2001. *Teaching English as a Second or Foreign Language*. USA: Heinle & Heinle, p. 285.

Dictionary, O. 2008. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press, p. 495.

EFL Learners. Vol 3, Issue 8. ISSN 22347-3126. *Taken From* [www.arcjournals.org](http://www.arcjournals.org)

Gay, P. A. 2000. *Educational Research: Competencies for Analysis*. New Jersey: Prentice Hall Inc.

Hyland.K.(2004) *second language writing*. Newyork: Cambridge University Pres.

Kroll, Barbara Ed. *Second Language Writing: Research insights for the classroom*. U.S.A. : Cambridge University Press(1990).

Muhammed, Ali A. 2015. *Paragraph Writing Challenges Faced by University*

Nunan, David. (2001). *Language Teaching Methodology (A Textbook For Teachers)*. Sydney:

Prentice Hall Oshima, A and Hogue, A. 2009. *Writing Academic English*. 3rd Edition NY:

Richards, J.C. and Renandya, W.A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.

-2001 *The Practice Of English Language Teaching Edition*. London: Logman

Strategy Toward Students' Ability In Comparison and Contrast Paragraph Writing. Vol. 1, No. 1. Taken from <http://dx.doi.org/10.22216/JCC.2016.924.242> Suriyanti & Yaacop. 2016. Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia

Writing. New Jersey: *Prentice Hall*. Suharni. 2016. Using Presentation, Practice, Production

<https://travel.tribunnews.com/2019/05/21/mondly-aplikasi-yang-bisa-bantu-kamu-belajar-30-bahasa-asing>.

BOSOWA





UNIVERSITAS

**BOSOWA**

# Appendix



**Appendix 1 : Attendance List**

<b>No</b>	<b>Students Initial</b>	<b>Class</b>
1	AAAI	8E
2	AAP	8E
3	AAA	8E
4	AK	8E
5	AAH	8E
6	AA	8E
7	AWMA	8E
8	AZI	8E
9	AD	8E
10	AAP	8E
11	DRA	8E
12	FAM	8E
13	FW	8E
14	JML	8E
15	MAM	8E
16	NFA	8E
17	NAI	8E
18	NF	8E
19	NF	8E
20	NRAN	8E
21	NSY	8E
22	RMH	8E
23	SRF	8E
24	SLM	8E
25	YMR	8E
26	NMG	8E
<b>N = 26</b>		

**APPENDIX 2 : Writing Test ( Pre-test & Post-test )**

**Research Instrument**

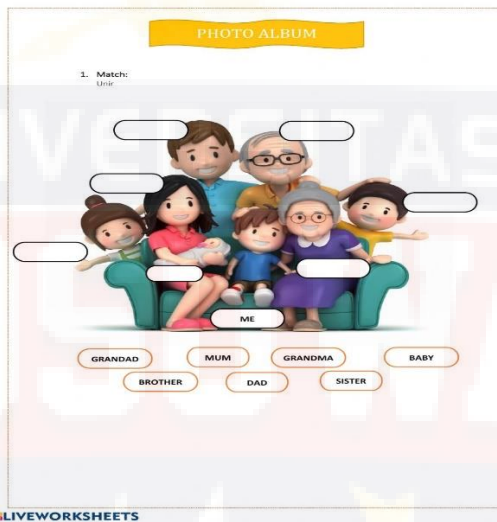
**Question for the pre-test and the post-test**

**Name :**

**Class :**

**School :**

1. Speel your family members



Answer:.....  
.....  
.....  
.....  
.....

2. Describe and write about your family members, at least 100 word.

Answer:.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Appendix 3 :Lesson Plan****RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****Satuan Pendidikan : UPT SMPN 1 Kepulauan Selayar****Mata Pelajaran : Bahasa Inggris****Kelas / Semester : VIII.E / 1****Materi Pokok : Writing****Alokasi Waktu : 3 x 40 menit****A. KOMPETENSI INTI**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social

KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (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 dalam sudut pandang/teori.

## B. KOMPETENSI DASAR DAN INDIKATOR

### 1. KOMPETENSI DASAR

- 1.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan sekarang atau yang sedang terjadi, sesuai dengan konteks penggunaannya
- 1.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan sekarang atau yang sedang terjadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 1.3 Mengetahui pasangan subject dan to be.

### 2. INDIKATOR

- 1.1.1 Mampu menyusun kalimat yang baik dan benar.
- 1.1.2. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang tindakan/kejadian yang dilakukan sekarang atau yang sedang terjadi
- 1.1.3. Dapat membuat pasangan subject dan to be yang sesuai

## C. TUJUAN PEMBELAJARAN

Setelah mempelajari subtopic dari teks recount siswa diharapkan mampu:

1. Terampil memahami, menyatakan dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi diwaktu lampau.
2. Menyusun, menceritakan, menjelaskan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks, secara



jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama dan cinta damai (sikap, pengetahuan, ketrampilan).

3. Membuat teks dengan kalimat sederhana mengenai kejadian/peristiwa yang dialami siswa yang terjadi diwaktu lampau dalam bentuk scrapbook

#### D. MATERI PEMBELAJARAN

Mengisi soal pretest dan menggunakan belajar menggunakan aplikasi Mondly application. Kegiatan mengajar dilakukan melalui via smartphone

#### E. METODE / TEKNIK PEMEBELAJARAN

Diskusi dan ceramah

#### F. MEDIA DAN ALAT PEMBELAJARAN

Alat : Smartphone, book, and computer

#### G. LANGKAH PEMBELAJARAN

##### 1. Pertemuan 1 (2 x 40 menit)

Kegiatan Awal

- a. Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika vidio call via smartphone (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- c. Guru memberikan sebuah warmer up untuk menstimulus semangat siswa sebelum memulai pelajaran.
- d. Guru memberi gambaran tentang pelajaran yang akan berlangsung.
- e. Guru memberikan pre-test untuk mengetahui kemampuan dasar siswa sebelum diberikan treatment.

Kegiatan Inti

- a. Guru memberitahu mengenai penelitian yang akan dilaksanakan.

- b. Guru menjelaskan mengenai metode yang akan digunakan.
- c. Siswa melakukan pre-test.

#### Kegiatan Akhir

- a. Siswa diberitahu untuk mempersiapkan diri untuk pertemuan selanjutnya untuk melakukan treatment, menginformasikan mendownload dan menggunakan Mondly application.
- b. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

### **2. Pertemuan 2 (2 x 40 menit)**

#### Kegiatan Awal

- a. Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika video call via smartphone (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
- c. Guru memberi gambaran tentang pelajaran yang akan berlangsung.
- d. Guru mengingatkan kembali pelajaran minggu lalu

#### Kegiatan Inti

- a. Guru menjelaskan tentang Mondly application.
- b. Guru menjelaskan cara menggunakan Mondly application.
- c. Dari penjelasan diatas siswa diberikan waktu untuk menggunakan aplikasi Mondly dan dipersilahkan bertanya kalau tidak dimengerti

#### Kegiatan Akhir

- a. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.
- b. Guru meminta siswa menyelesaikan beberapa target level yang harus diselesaikan.

### 3. Pertemuan 3 (2 x 40 menit)

#### Kegiatan Awal

- a. Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika video call via smartphone (nilai yang ditanamkan: santun, peduli)
- b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
- c. Guru memberi gambaran tentang pelajaran yang akan berlangsung.
- d. Guru mengingatkan kembali pelajaran minggu lalu

#### Kegiatan Inti

- a. Guru mengecek aplikasi Mondly pada smartphone siswa secara satu persatu.
- b. Guru menanyakan respon siswa dalam pembelajaran menggunakan aplikasi tersebut.
- c. Guru melakukan post-test untuk melihat hasil pembelajaran siswa menggunakan aplikasi Mondly.

#### Kegiatan Akhir

- a. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi yang telah dipelajari.

**APPENDIX 4 : The Result of Student' Pre-test and Post-test**

**Pre-test**

8/27/2020 Formulir tanpa judul


**Formulir tanpa judul**

Research Instrument  
Question for the pre-test and the post-test

**Name \***  
Andi Astagina

**Class \***  
VIII E

**School \***  
UPT SMPN 1 KEPULAUAN SELAYAR



1. Speel family members according to picture. \*

**PHOTO ALBUM**

1. Match:  
Unir

GRANDAD

MUM

GRANDMA

BABY

BROTHER

DAD

SISTER

1. GRANDAD=KAKEK
2. BROTHER=SAUDARA LAKI LAKI
3. MOM=IBU
4. DAD=AYAH
5. GRANDMA=NENEK
6. SISTER=SAUDARA PEREMPUAN
7. BABY=BAYI

2. Describe and write about your family members, at least 100 words. \*

My experience during family period was very exciting. Our family vacationed to the beach. After that we bathed (swimming), and burned the fish. And don't forget to take pictures so that our experience can be remembered through photos. My family really likes to take pictures but I don't really like it. taking pictures (weird 🤔 😊) after our otu enjoyed a very beautiful sunset 🌅 🇮🇩

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

UNIVERSITAS

BOSOWA





8/26/2020

Formulir tanpa judul

di Fakultas

# Formulir tanpa judul

Research Instrument

Question for the pre-test and the post-test

Name \*

Jessica Maria Loekman

Class \*

8 E

School \*

UPT SMPN 1 KEPULAUAN SELAYAR

2020

Formulir tanpa judul

1. Speel family members according to picture. \*

1. Match:  
Unr

GRANDAD    MUM    GRANDMA    BABY

BROTHER    DAD    SISTER

1. DAD: His name is Edy
2. MUM: Her name is Mery
3. GRANDAD: His name is Jonny
4. GRANMA: Her name is Imelda
5. SISTER: Her name is Caroline
6. BROTHER: I have no brother
7. BABY: I have no baby

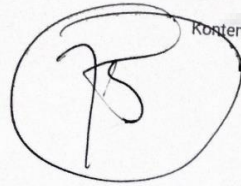




Formulir tanpa judul

2. Describe and write about your family members, at least 100 words. \*

I have a small family. I have one sister, Her name is Caroline, She is very cute. My Father works in government as government employees. My Mother is a housewife. My grandfather and my grandmother are living in Makassar. I am a student from UPT SMPN 1 KEPULAUAN SELAYAR, I'm in eighth grade. My hobby is swimming. My name is Jessica Loekman. I'm 12 years old, living in Selayar. I like to listening music. My sister has a long hair and an oval face. She has small eyes and a pointed nose. She always laugh and has funny smile. My mother is beautiful. Her tall is about 160cm and her weight is about 50kg.



Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

UNIVERSITAS

BOSOWA

[https://docs.google.com/forms/d/1mH\\_RJ3w3TIGWPFzwgdzGjbBuDWic...](https://docs.google.com/forms/d/1mH_RJ3w3TIGWPFzwgdzGjbBuDWic...)

8/26/2020

Formulir tanpa judul

## Formulir tanpa judul

Research Instrument  
Question for the pre-test and the post-test

Name \*

NABILAH MADYAR GANI

Class \*

VIII E (8E)

School \*

UPT. SMPN 1 KEPULAUAN SELAYAR

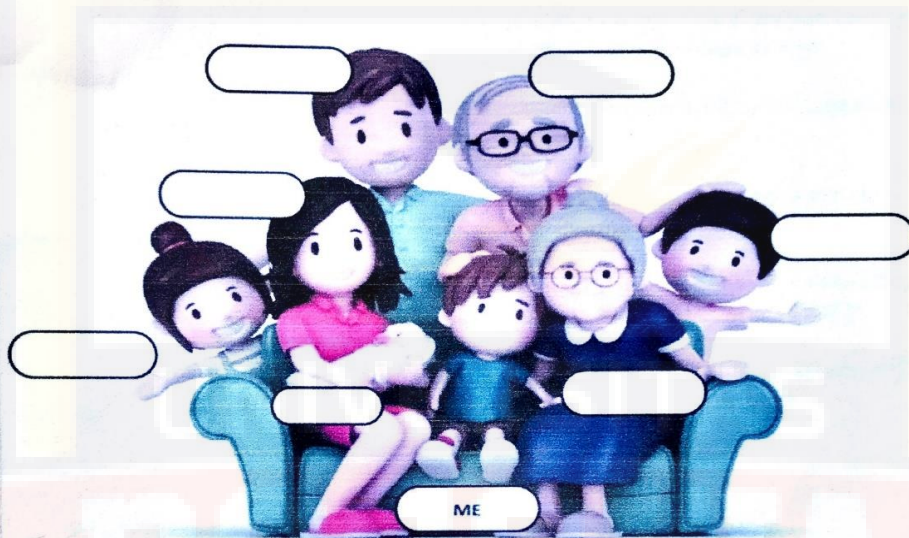
UNIVERSITAS  
BOSOWA



1. Speel family members according to picture. \*

PHOTO ALBUM

1. Match:  
Unir



- GRANDAD
- MUM
- GRANDMA
- BABY
- BROTHER
- DAD
- SISTER

- Grandad = kakek
- Brother = saudara laki laki
- Mum = ibu
- Dad = ayah
- Grandma = nenek
- Sister = saudara perempuan
- Baby = bayi
- Me = saya



2. Describe and write about your family members, at least 100 words. \*

hello,, I am Nabila Madyar gani,, I will introduce each of my family members,,

alright, the first one is my grandmother,, she is called PUTTIRI,, indeed,, that is a good name,, my grandmother is very diligent,, she can't see anything dirty,, she is also good at cooking,, she even cooks for our family almost everyday,,

next is my grandfather. his name is alidin, he has long died from a tumor. he is a very humorous person, and he used to be an ustadz. I often miss his smile when he was alive, but I have let it go.

the third is my father named Abdul Gani. he is a friendly teacher so many students like to be taught by him.

then,, my mother, whose name is nurniati,, she is a civil servant and former treasurer of the regent. my mother is very easy to make friends, so many neighbors often invite her to gossip.

fifth is my older sister named luthfiyah sidar gani. he's a little chubby, a bit crazy because he often laughs at nonsense\_- and is good at speaking english. now he has entered university at UNM.

next I am,, nabilah madyar gani. I'm a very laughable person so almost everyone says I'm crazy🤪. I am also a stubborn person, but I am kind to everyone,, believe me..

the last one is my younger brother whose name is Swarga Selman Alisam Gani.. he's already in the fifth year of elementary school. he is very whiny because he is often spoiled by my father and mother. maybe because he is one son. he is also stubborn like me.

Thank you for riding:v

-nabilah Madyar Gani.

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir



No. \_\_\_\_\_

Date: Tgl -2-9-2020

2. My Holiday with My Family at  
Pangandaran Beach

Last month was new year holiday. I and my family went to Pangandaran beach for a vacation. We took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00 am.

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on shallow part. We also didn't miss our opportunity here taking some pictures with the background of scenic Pangandaran beach.

Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 05.00 pm. How fun 😊.





No.

Date :

Nama: Jessica Maria Lockman

Kelas: VIII E No. urut: 14

Sekolah: UPT SMPN 1 KEPULAUAN SELAYAR

1. Spell family members according to picture.

Dad: His name is Edy

Mum: Her name is Mery

Grandad: His name is Jonny

Granma: Her name is Imelda

Sister: Her name is Caroline

Brother: I have no brother

Baby: I have no baby

2. Describe and write about your family members, at least 100 words.

My name is Jessica. My family call me Jess at home. Presently, I might want to let you know about my family. I have a small family. I have one sister, Her name is Caroline, She is very cute. I and my sister made many fun activities for me and my sister. During holiday we made cookies. I was in charge of measuring the ingredients and my sister was in charge of preparing the ingredients. The ingredients were only flour, eggs, sugar, butter, and cheese. I put butter and sugar into a mixer and my sister help me to hold the mixer. After that we put the eggs into a mixer and mix well, and put the flour, the ingredients were mixed well. I and my sister made the dough into a small dough circles. We also added a lot of cheese on top of the dough to make it tastier. My mother put the baking sheet filled with the small loaves into oven for 20 minutes and 180°C. The cookies we made tasted delicious. I and my sister were very happy.



Try and pay attention, you will know many things

1. Speak family members according to picture:

Mum: Hj. Andi Nadia

Dad: Djamruk Pausa Lotief

Sister: Nayia Fatimah Az Zahra

Me: Nabiah Fakhrah Az Zahra

Grandma: Adi'pati

Grandpa: Andi Nomang

2. Describe and write about your family members, at least 100 words

= During school holidays my family and I plan to vacation with my family. I went on vacation to the Surabaya Zoo which is located in the city of Surabaya, East Java. The day I was waiting for came,

we also provided the necessary items, there the distance we

traveled from the hotel was approximately 40 km, the road we

traveled was very far and through the longest bridge in

Southeast Asia, namely the Suramuda bridge.

After passing several tens of kilometers away our journey has

arrived at the Surabaya Zoo where the animals are put into cages,

we can only see the animals roaming around from outside the

cage, even then we must never get too close to the cage

fence and must keep walking with the group and must keep

walking with the group and must never separate themselves

if you don't want to get lost.

Taman Safari 2 is intended to protect wild animals or

endangered animals due to irresponsible human activity.

We as the young generation should protect these animals



Instead of destroying and disturbing their habitat so  
 that our children and grandchildren can see it in the  
 future.

Each animals is placed in different areas and is limited  
 by walls, and very strong iron fences, so visitors feel  
 safe and each cage has its own guard to avoid things  
 that are not desirable.

The air there was very hot, the place was very wide,  
 so it felt long and long I walked around the Surabaya  
 zoo, and finally we found the right place to rest the

body for a moment even before evening we rushed

back home on the way home I saw the sunset, so

beautiful from the top of the suramadu bridge. There

is no fun day apart from having a vacation at the

Surabaya zoo.

### APPENDIX 5: The Result of Student' score Pre-test and Post-test

#### A. The Result of Student' score Pre-test and Post-test

**Table The Students' Writing Score In Pre-Test**

NO	Initial of Students	SCORE				Total	Mean
		C	V	L	M		
1	AAAI	10	8	11	11	40	10
2	AAP	23	17	18	12	70	17,5
3	AAA	10	10	11	14	45	11,25
4	AK	13	7	11	9	40	10
5	AAH	13	8	9	10	40	10
6	AA	17	8	6	9	40	18
7	AWMA	21	15	14	10	60	15
8	AZI	10	10	12	8	40	10
9	AD	22	14	18	11	65	16,25
10	AAP	18	13	5	9	45	15,5
11	DRA	20	10	12	18	60	15
12	FAM	21	19	20	10	70	17,5
13	FW	21	9	11	4	45	11,25
14	JML	25	20	18	12	75	18,75
15	MAM	10	10	9	11	40	10
16	NFA	21	17	13	9	60	15
17	NAI	15	10	11	4	40	10
18	NF	21	14	18	8	60	15
19	NF	13	13	16	8	50	12,5
20	NRAN	15	11	8	11	45	11,25
21	NSY	16	17	14	3	50	12,5
22	RMH	22	19	19	10	70	17,5
23	SRF	19	11	10	10	50	12,5
24	SLM	15	10	5	10	40	13,33
25	YMR	16	14	14	6	50	12,5
26	NMG	20	17	13	10	60	15
		447	342	300	24 7	1336	334

Source : Pre-test UPT SMPN 1  
Kepulauan selayar

**Table The Students' Writing Score In Post-Test**

NO	Initial of Students	SCORE				Total	Mean
		C	V	L	M		
1	AAAI	20	14	15	11	60	15
2	AAP	22	18	21	14	75	18,75
3	AAA	27	20	22	11	80	20
4	AK	22	20	18	15	75	18,75
5	AAH	21	10	12	17	60	15
6	AA	25	19	24	12	80	20
7	AWMA	27	19	24	15	85	21,25
8	AZI	24	20	24	12	80	20
9	AD	29	19	22	10	80	20
10	AAP	27	18	18	17	80	20
11	DRA	23	20	19	13	75	18,75
12	FAM	25	18	22	10	75	18,75
13	FW	30	20	18	12	80	20
14	JML	30	20	21	19	90	22,5
15	MAM	21	19	19	4	60	15
16	NFA	28	20	25	17	90	22,5
17	NAI	30	20	16	9	75	18,75
18	NF	22	17	19	17	75	18,75
19	NF	28	18	20	9	75	18,75
20	NRAN	28	12	18	17	75	18,75
21	NSY	23	20	19	13	75	18,75
22	RMH	25	18	19	18	80	20
23	SRF	21	15	19	15	70	17,5
24	SLM	23	20	19	18	80	20
25	YMR	20	16	14	10	60	15
26	NMG	30	20	23	17	90	22,5
		711	470	510	352	2.043	510,75

Source : Post-test UPT SMPN 1 Kepulauan  
selayar

**Findings the improvement of the students, the research will compare in this research by using.**

**a. Mean score of the students' pre-test :**

$$X1 = 1.336$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1.336}{26}$$

$$\bar{X} = 51.38$$

**b. Mean score of the students' post-test :**

$$X2 = 2.043$$

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2.043}{26}$$

$$\bar{X} = 78.57$$

## SPSS

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	26	40.00	75.00	51.9231	11.58248
Posttest	26	60.00	90.00	76.1538	8.63802
Valid N (listwise)	26				

## Frekuensi pre-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	8	30.8	30.8	30.8
45	4	15.4	15.4	46.2
50	4	15.4	15.4	61.5
60	5	19.2	19.2	80.8
65	1	3.8	3.8	84.6
70	3	11.5	11.5	96.2
75	1	3.8	3.8	100.0
Total	26	100.0	100.0	

## Frekuensi post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	4	15.4	15.4	15.4
70	1	3.8	3.8	19.2
75	9	34.6	34.6	53.8
80	8	30.8	30.8	84.6
85	1	3.8	3.8	88.5
90	3	11.5	11.5	100.0
Total	26	100.0	100.0	

## Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pa pretest - posttest ir 1	-2.42308E1	10.92633	2.14283	-28.64401	-19.81753	-11.308	25	.000

## Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.187	26	.020	.866	26	.003
posttest	.255	26	.000	.873	26	.004

Lilliefors Significance Correction

## APPENDIX 6 : ADMINISTRATION



## UNIVERSITAS BOSOWA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.199/FKIP/Unibos/IX/2020

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,  
Kepala Sekolah UPT SMPN 1 Kepulauan Selayar  
di –  
Benteng Kepulauan Selayar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Mufti Haturrahma  
NIM : 4516101021  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Bosowa

Judul Penelitian :

**THE USE OF MONDLY APPLICATION AS A MEDIA TO INCREASE  
STUDENT'S WRITING OF EIGHT GRADE AT UPT SMPN 1 KEPULAUAN  
SELAYAR**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 8 September 2020

Dekan,

  
**Dr. Asdar, S. Pd., M. Pd.**  
NIDN : 0922097001

**Tembusan:**

1. Rektor Universitas Bosowa
2. Arsip.





**PEMERINTAH KABUPATEN KEPULAUAN SELAYAR  
UPT SMP NEGERI 1 KEPULAUAN SELAYAR**

**Alamat : Jl. KIHAJAR DEWANTARA NO. 12 KEP. SELAYAR Kode Pos 92812**

**SURAT KETERANGAN**

Nomor: 800/092 / IX/ UPT SMP.1 KS/2020

Yang bertanda tangan dibawah ini :

Nama : **ARNI ATY,S.Pd**  
 NIP : 196711301990022003  
 Pangkat golongan ruang : Pembina Tk.I, IV/b  
 Jabatan : Kepala UPT SMP NEGERI 1 KEP.SELAYAR

Menerangkan bahwa :

Nama : **MUFTI HATURRAHMA**  
 No. Stambuk : 4516101021  
 Program Studi : Pendidikan Bahasa Inggris  
 Pekerjaan : Mahasiswa ( S 1 )  
 Alamat : Jl.Urip Sumoharjo Km.4 Gd.2 Lt.4 Makassar  
 No. Telp. : 0411 452 901 – 452 789 Ext. 117, Faks.0411 424 568  
[http: //www.universitاسbosowa.ac.id](http://www.universitاسbosowa.ac.id)

Yang bersangkutan telah melaksanakan Penelitian, dalam rangka penyusunan Skripsi dengan judul " **THE USE OF MONDLY APPLICATION AS A MEDIA TO INCREASE STUDENT S'WRITING OF EIGHT GRADE AT UPT SMPN 1 Kepulauan Selayar** " yang dilaksanakan mulai dari 10 September s/d 22 September 2020.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk diketahui dan dipergunakan sebagaimana mestinya.

Benteng, 22 September 2020  
 Kepala UPT SMPN 1 Kep.Selayar,

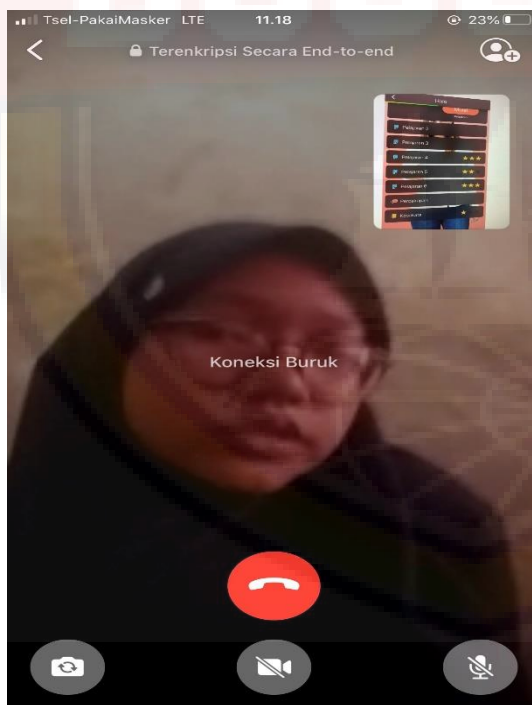
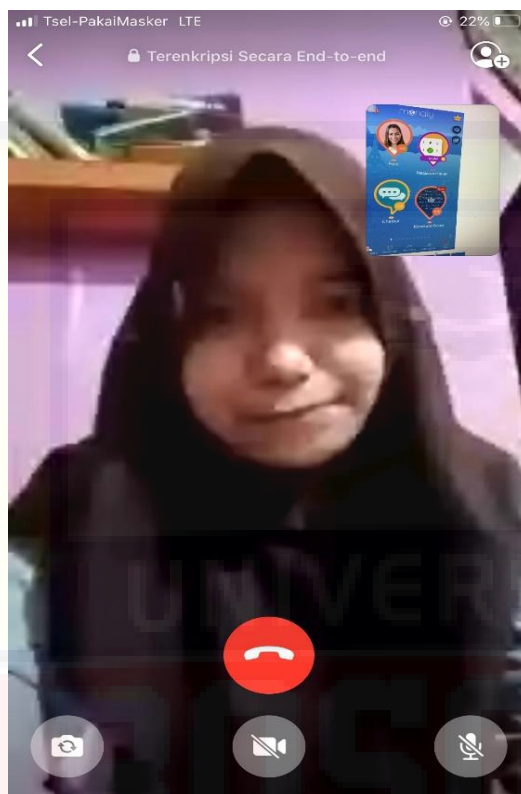
**ARNI ATY, S.Pd**

NIP. 19671130 199002 2 003

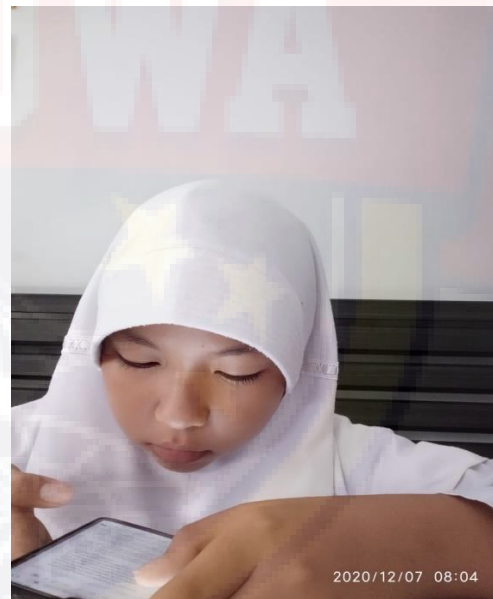
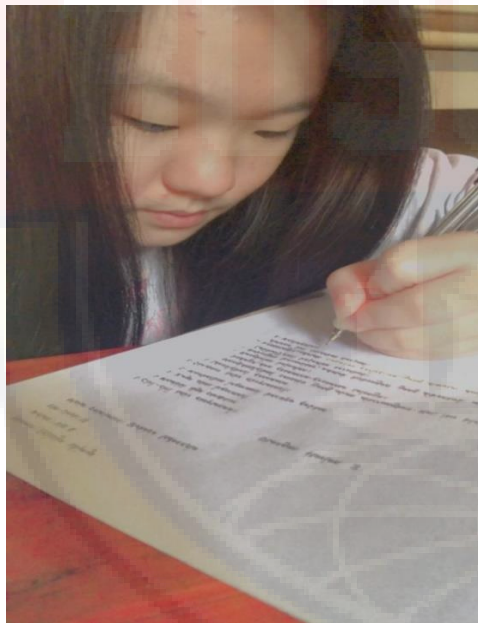
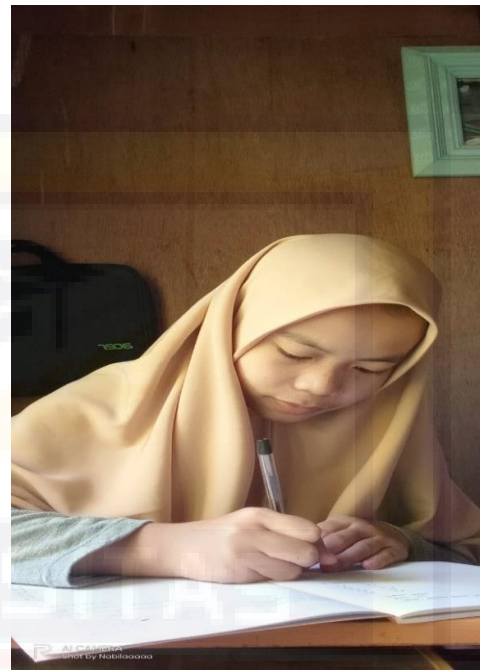


**APPENDIX 7: DOCUMENTATION****a. They were doing pre-test**

**b. They were doing treatment**



c. They were doing post-test



## BIOGRAPHY



**Mufti Haturrahma** was born in Makassar, on June 30, 1998. From the marriage of her parents, Dr. Muslimin and Dra. Calawati. She is the third child from three siblings. She has one sister and one brother. She began her first education at TK Aisyiyah Makassar in 2004, then she continued to SDN 1 Tanggul Patompo in 2005. After graduating in 2010, she studied in SMP Islam Makassar and finished in 2013. In 2013, she completed her education at senior high school in SMAN 16 Makassar and graduated in 2016. In 2016, she decided to continue her study to English Education Department, Faculty of Teacher Training and Education, Universitas Bosowa Makassar S1 program.