



Applying Hemingway App to Enhance Students' Writing Skill

Muhammad Chairil Imran

Prodi Pendidikan Bahasa Inggris, Universitas Islam Makassar, Indonesia

E-mail: muhammad.chairil.imran@uim-makassar.ac.id

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Abstract

The research mainly discusses the application of Hemingway App to Enhance Students' Writing Skill. The researchers selected the sample from the population by using random sampling technique. The number of the sample was 30 students. This research was a pre-experimental design with one group pretest and posttest. The group was tested after treatment, the test was writing test. The result of data analysis showed that there was a significant difference between the mean scores of pretest and posttest. The mean score of posttest was greater than the mean score of pretest. The mean pre-test of the students was 54.68 while the mean post-test was 82.76. It can be concluded that the application of Hemingway App enhances students' writing Skill. It means that there is a significant difference (H1) of the students' writing Skill before and after treatment by applying Hemingway App.

Keywords: Hemingway App, Writing Skill, Students



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INTRODUCTION

The English language is made up into four skills: speaking, listening, reading, and writing. The other elements, namely grammar, vocabulary, and pronunciation, are expected to help students quickly master the language. Language can be expressed orally or in writing. However, these two types of communication differ in that oral communication can be understood directly by all people in the world (Sujarwo, et al, 2022) while communicating, whereas written communication has some elements or components that must be paid attention to in order to understand easily and without ambiguity. It is preceded by Nunan (2001) that writing is the most difficult macro skill for all language users, it requires special skills in the production of a written form (Hamzah, & Faisal, 2021).

Technology has become an important part of the learning process in the classroom (Nurhikmah, et al, 2021). Since covid 19 every class employs technology, language learning has been aided and enhanced by the application of technology (Sujarwo, et al, 2020; Sukmawati, et al, 2022). The consequence, teachers must adapt technology in the classroom and facilitate language learning for the students. Technology and language integration happens naturally. By advance of Web and internet Technology can allow the students to work cooperatively, to compete with their friends, to have strategy, to think in a different way, to share knowledge (Akhiruddin, et al, 2019), to learn from others and from mistakes, to work in a less stressful and to allow the students to have fun (Imran, 2022;Imran & Sulviana, 2022). Relates to writing and technology, furthermore In the learning process, CALL, learners can cope with thousands of words (Imran, 2021), moreover, the use of computer and the internet can help students in writing class (Hadriana, 2017).

Technology is becoming increasingly important as a tool to assist teachers in facilitating language learning for their students. Teachers can adapt classroom activities using technology (Nurhikmah, et al, 2021), which improves the language learning process. Language learning application is used to assist students in improving their writing skills after they encountered difficulties writing an essay. Application allows students to self-learn whenever and wherever they want. Application introduces peer assessment, which is expected to benefit students by allowing them to learn more from their peers writing (Linuwih & Winardi, 2020). In addition, the use of mobile apps activates students potential and competencies in acquiring linguistic competences, critical thinking skills, creativity, and classroom interactions (Haerazi et al., 2020). Moreover, Firnanda & Anugerahwati (2021) precedes application is to be effective in improving students' ability to write text in four areas: organization, elaboration, grammar, and mechanics.

Writing is as one of the most important aspect of learning a second or foreign language because it is a skill that allows us to express ideas, and it is measured in terms of the ability to write ideas on paper. Despite were less technology literacy, students of SMPN 11 Makassar were unable to write ideas cohesively and coherently in English. As a result, students writing achievement of SMPN 11 Makassar were still low. In this scenario, they should be incorporated in their interests in the classroom, so they will be more motivated to learn, and their writing skill will enhance as a result.

Students comprehend all information and write more complex ideas. Many students can read but struggle to write. This is the major issue for teachers is finding useful methods for teaching writing and encouraging students to be more interested in learning English, particularly writing ability. Researcher should employ or seek out various approaches and combine them to create an effective teaching and learning process. Researchers should pique students' interest in learning the material or encourage them to write ideas in English. Improvements in learning conditions is clearly demand attention, particularly

from researchers, in terms of apply best design for classroom interactions to meet students' needs. In this case, application of Hemingway App will be one of the viable responses to the need.

METHOD

The researchers apply a pre-experimental design with one group pretest and posttest design. This design has one group which was pre-test (O₁), treatment (X), and post-test (O₂). The design is presented as follows:

$$\boxed{O_1 X O_2} \quad (\text{Gay et al., 2012})$$

Where:

O₁ is the pre-test

X is the treatment

O₂ is the post-test

Population and Sample

The population of this research is seventh grade SMPN 11 Makassar. The total number of populations is 30 students

Sample

The researchers use random sampling technique, it consists of 30 students.

RESULT AND DISCUSSION

The Mean Score and Standard Deviation of Pre-test and Post-test

A pre-test is given before the treatment to know the student's prior knowledge, while the post-test is administered after the treatment which aims to know the writing skill of the students after giving treatment. Both the mean scores of pre-tests and posttest were then compared to see whether or not there is a significant difference of the student's writing skill before and after treatment by applying Hemingway App. Table 1 below shows the mean score on the post-test was 82.76 and standard deviation on the posttest was 6.112. It was a significant difference than the result of pre-test.

Table 1. The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	54.68	5.903
Post-test	82.76	6.112

T-test and T-table Values of Pre-test and Post-test

Seeing the hypothesis whether it is accepted or rejected, the researchers compared the T-test value and T-table value. If the T-test value < T-table, it means there is no significant difference between the result of pre-test and post-test. So, the null hypothesis (H₀) was accepted, and alternative hypothesis (H₁)

was rejected. Conversely, if the T-test value > T-table value, it means there is a significant difference between the result of pre-test and post-test. It means the alternative hypothesis (H1) was accepted.

Table 2. T-test and t-table values of pre-test and post-test

Variable	t- test value	t- table value
$X^2 - X^1$	60.973	3.078.

Table 2 above shows that the value of T-test was 60.973 and T-table value was 3.078. Thus, the value of T-test was greater than T-table value ($60.973 > 3.078$). It means that the application of Hemingway App enhances students' writing Skill.

Students' writing abilities can be enhanced by applying the Hemingway App. According to these results, there is a sizable mean difference between the Pre-test and Post-test. Following treatment, especially application learning, students' writing ability enhanced along with the significant mean difference. The results of this study is in line with Alodwan (2021) that indicated students in the experimental group who were exposed to Telegram App instruction improved more than their peers in the control group who were taught using traditional methods. They also confirm that Telegram provides many facilities for teaching and learning a language that the traditional method does not. Students in the experimental group send voice messages, video messages, and text messages, indicating that the Telegram App is appropriate for teaching the four language skills.

The Hemingway App is beneficial for checking the sentence structure, students can learn from the suggestions over time, and learn how to write faster. The Hemingway app review enhances the quality of students writing with long, complex sentences and common errors are also highlighted by the Hemingway app. The Hemingway app combines the editing software that complements and covers students most common mistakes. In the with the statements of Widianingsih et al (2021) that the complexity of the writing process can be a problem for both students and teachers. Teachers are frequently perplexed when it comes to selecting the best teaching methods or media to help students overcome their writing difficulties. It provides teachers with a clear understanding of how to apply appropriate techniques, methods, or learning media to help students become proficient writers.

CONCLUSION AND RECOMMENDATION

It can be concluded that application of Hemingway App enhances students' writing Skill. It is proven by mean score of pretest (54.68) and post-test (82.76). In the level of significance T-test value is 60.973 while T-table value is 3.078. Thus, the research supported (H1) there is a significant difference of the students' writing skill before and after treatment by applying Hemingway App. Researchers

expect that other researchers will expand on the use of application and language teaching.

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