USING JOURNALING PROMPTS ON EMMO APPLICATION TO ENHANCE STUDENTS' DESCRIPTIVE TEXT WRITING

Rizkina Damayanti
Email: rizkinadamayanti14@gmail.com
Universitas Muhammadiyah Jakarta

Mutiarani
Email: mutiara@umj.ac.id
Universitas Muhammadiyah Jakarta

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan petunjuk penjurnalan pada aplikasi EMMO untuk meningkatkan kemampuan menulis teks deskriptif siswa. Penelitian ini dilakukan di SMP Arraisiyah Pamulang, Tangerang Selatan. Populasi penelitian ini adalah siswa kelas VIII dengan sampel kelas 8,2 yang terdiri dari 37 siswa. Metode penelitian ini adalah metode kuantitatif dengan menggunakan desain pre-experimental. Untuk mengumpulkan data, peneliti menggunakan pre-test dan post-test sebagai instrumen yang diberikan kepada siswa. Hasil skor data menyimpulkan bahwa skor total siswa pada pre-test adalah 2,352 dengan skor rata-rata 63,57. Nilai terendah pada pre-test adalah 36 dan nilai tertinggi adalah 85. Total nilai siswa pada post-test adalah 2.963 dengan rata-rata 80.08. Nilai post-test terendah adalah 60 dan nilai tertinggi adalah 95. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara nilai pre-test dan post-test siswa. Juga dari hasil uji-t diperoleh t_{hitung} lebih besar dari t_{tabel} (17.198 > 2.028). Hal ini berarti terdapat perubahan dan efek yang signifikan pada nilai pre-test dengan post-test siswa dan penggunaan petunjuk penjurnalan pada aplikasi EMMO dapat meningkatkan kemampuan menulis teks deskriptif siswa.
Kata kunci: *Menulis, Teks Deskriptif, Petunjuk Penjurnalan, Aplikasi EMMO*

Abstract
The objective of this study is to know the influence using journaling on EMMO application to enhance students' descriptive text writing. This research was conducted in SMP Arraisiyah Pamulang, South Tangerang. The population of this research was 8th grade students and the sample was grade 8.2 consist of 37 students. The method of this study was quantitative method using pre-experimental design. To collect the data, the researcher used pre-test and post-test as an instrument that given to the students. The result score of the data concluded that the total score of students in pre-test were 2.352 with the average score was 63.57. The lowest score in pre-test were 36 and the highest score is 85. The total score of students in post-test were 2.963 with the average 80.08. The lowest score of post-test were 60 and the highest score were 95. The result showed that there was significant different between students' pre-test and post-test scores. Also from the results of the t-test, the $t_{calculation}$ obtained is higher than the t_{table} (17.198 > 2.028). It means that there is a significant change and effect in students' pre-test to students' post-test scores and using journaling prompts on the EMMO application can enhance students' descriptive text writing.
Keywords: *Writing, Descriptive Text, Journaling Prompts, EMMO Application*

INTRODUCTION

Writing is a medium of human communication that represents language and emotion through the inscription or recording of sign or symbols. Writing is one of four important skills in English that has to be mastered by the students. Based on Yamaç and Ulusoy (2016), writing is important because it has been increasing continuously important for communicating with world and for self-expression. Writing also can convey ideas what the writers want to say. The writers can express their ideas by writing.

In English, there are four language skills should be mastered by the students, they are speaking, reading, listening, and writing. Among these skills, writing is one of the most difficult skills to be learned. It needs ability where writers' can express their thoughts correctly. As for the basic competency that should be achieved in writing English subject is that the students have the ability to develop and produce a text. There are some texts that should be learned by the students such as descriptive, narrative, recount, and procedure text.

In the Junior High School, students are required to be competent to create the descriptive text writing. According to Gerot and Wignell as quoted in Jayanti (2019) states that descriptive text is a kind of text that is utilized when we need to tell what something looks like, smells, feels, acts, tastes, sounds, and so on. Essentially, these things provide detailed information about the characteristics of people, places, and things. However, it turns out that there are still many students who experience difficulties when asked to write. Byrne in Divani et al. (2018) classify the difficulties in EFL writing into three types. First is linguistic difficulty, it is the difficulty in using appropriate grammar and vocabulary. Second is psychology difficulty, it is the difficulty in developing or exploring the idea, and the last is cognitive difficulty. It is the difficulty in organization and mechanical aspects such as punctuation, capitalization, spelling and paragraphing. Yoandita (2019) also explain that difficulties faced by students are difficult to find the idea when they write and most of them wrote incorrect sentences. Some students also could not finish their writing at the end of time set because of less ideas and vocabulary. These difficulties were also experienced by the 8th grade students of SMP Arraisiyah Pamulang. Based on the interview with English teacher in SMPN Arraisiyah Pamulang, it is found that the students have problem in writing. Many students who have difficulties in understand the material especially in writing descriptive. Students feel confused or do not understand how to develop and express their ideas, feelings, or thoughts. Students have difficulties in writing with grammar correctly and they are lack of vocabulary mastery. When writing, students sometimes do not focus on the content or discussion that is being written. Even before starting to write, students usually find it difficult because they are afraid that their writing will be unclear and disorganized.

One strategy that can be used to deal with those student problems is journaling. Portman (2019) pointed out that journaling is an activity that can record moments or describe an experiences through writing. By writing a journal, students can express their feelings, thoughts, and ideas. Besides to improve students' descriptive text writing, journaling can be a tool that can accompany and support students to connect with themselves, students also can pour out anything without fear of feeling judged. Because, Journals are forms of self-report that allow students to write their ideas, feelings, accomplishments, and issues, as well as their impressions of teachers, classmates, and native speakers (Wagiyo, 2018).

Journaling in the form of descriptive text is an activity that can be carried out by students. In writing journal, students can describe and express things related to themselves such as their behavior, characteristics, hobbies, feelings, or places around them. To help make it easier for students in writing descriptive text, journaling prompts are required. According to Cousins and Giraldez-Hayes (2022), journaling prompts are questions that can be used as instructions for journal writing. Nugent (2019) also said that journaling prompts are instructions that must be responded to and these prompts can be in the form of questions, sentences, phrases, video clips or images. The function of journaling prompts itself is as an instruction or guide when write that can help students to get inspiration or ideas and stay focus on the topic and discussion of their writing.

Nowadays, technology has entered all aspects of life including education. For example, technology is used as a learning media. The implementation of technology in the classroom has provided options for more interesting and productive teaching and learning sessions, especially in learning to write. In addition, technology facilitates active

engagement with learning materials. It makes the learning process interactive, and students learn by engaging, researching and receiving feedback. This makes students excited about what they are learning (Roy, 2019). As for improving students' writing skills, it can be done by using online media such as journal or diary applications.

Nabar et al. (2022) explained that online journaling is a modern method of keeping a diary. If journaling is usually done using pen and paper, now journaling can be done online using an application. There are many journaling applications that can be used to improve students' writing skills and as a medium for expressing their ideas, feelings, and thoughts, one of which is the EMMO application. EMMO is a journaling or diary application that can be used online or offline and can be downloaded via Playstore or Appstore. Apart from having a section for writing journals, there are various interesting features in the application such as adjusting pages according to mood, decorating posts with photos and stickers, being able to add video and audio if the user registers as a permanent member. Then there is also the self-made emoji feature where students can create their own emoji, and many other interesting features. The EMMO application is also a great journal companion that users can utilize to record moods, important events, and to-do lists. In this way, users can easily remember the moments they want to cherish and remember every graphic detail. Users can even design creatively using the personally illustrated emojis and stickers that this app offers (Softonic, 2023). Based on the explanation above, the researchers are motivated to conduct research related to using journaling prompts on EMMO application to enhance students' descriptive text writing.

METHOD

In this research, the method used was quantitative method using pre-experimental design. The instrument for collecting data uses a written test, the test consists of a pre-test and post-test. In the pre-test, students are asked to write descriptive texts about any topic or theme. Whereas in the post-test students were asked to write descriptive texts based on journaling prompts given by the teacher and write texts using EMMO application. This research was conducted in 6 meetings including pre-test, treatment, and post-test. The pre-test was conducted at the first meeting before treatment, while the post-test was carried out at the last meeting after treatment. According to Creswell (2014), the population is a group of individuals who have the same characteristics. As for the population in this study are 8th grade students at SMP Arraisiyah Pamulang in the second semester of the academic year 2022/2023. The total of the 8th grade students at SMP Arraisiyah Pamulang is 71.

The sample is a subgroup of the target population that the researcher intends to study in order to generalize about the target population (Creswell, 2014). The sample in this study is one of the 8th grade students at SMP Arraisiyah Pamulang that is grade 8.2 which consists of 37 students and the sample was selected through a purposive sampling technique. It means that the researcher has a consideration or purpose in selecting the sample. After the score collected from both pre-test and post-test, the researcher analyzed the results of the test statistically by using a formula of t-test for one group, which also known as the paired sample t-test.

RESULTS AND DISCUSSION

Based on the data that has been collected, the results of the students' pre-test and post-test scores are as follows:

Table 1. The Score of the Students' Pre-test and Post-test

No	Students Name	Pre-test	Post-test
1	AN	83	93
2	ALA	60	80
3	A	63	79
4	AR	80	90
5	A	38	66

6	CDL	81	90
7	D	50	68
8	E	70	83
9	FS	53	70
10	FNA	75	89
11	JAK	54	74
12	LA	74	86
13	MDP	66	84
14	MFW	38	66
15	MBP	60	79
16	MF	60	70
17	MZSA	83	93
18	PMH	74	84
19	RPA	70	80
20	RCW	49	71
21	RPR	63	86
22	RAF	53	70
23	SRP	66	84
24	SC	74	86
25	VS	70	88
26	YY	66	80
27	CAG	60	70
28	DF	36	60
29	AABP	70	88
30	MRF	60	88
31	MIM	70	80
32	NA	85	95
33	DAS	54	79
34	MN	46	71
35	MVA	81	93
36	MA	63	80
37	RFI	54	70
	TOTAL	**2.352**	**2.963**
	MEAN	**63.57**	**80.08**

The table above shows that the students' pre-test and post-test results are different. The students' mean pre-test score was 63.57, with the lowest score of 36 and the highest score of 85. Meanwhile, the students' mean post-test score was 80.08, with the lowest score being 60 and the highest score being 95. Based on the classification of pre-test and post-test scores, the performance of students' descriptive writing skills can be classified into the following criteria:

Table 2. Percentage of Students' Pre-test and Post-test

No	Criteria of Students	Score	Pre-test		Post-test	
			Total Number of Students	Percentage	Total Number of Students	Percentage
1	Excellent	90-100	0	0%	6	16.22%
2	Good	76-89	6	16%	19	51.35%
3	Enough	66-75	12	32.43%	11	29.75%
4	Poor	40-65	16	43.24%	1	2.7%
5	Very Poor	00-39	3	8.11%	0	0%

Total	**37**	**100%**	**37**	**100%**		
Mean Score		**63.57**		**80.08**		

Based on the table above, it is shows that there is significant change between students' pre-test and post-test scores after treatment by using journaling prompts on EMMO application method was given. The results revealed that very poor category were 3 (8.11%) students in pre-test while 0 (0%) students in post-test. In poor category, 16 (43.24%) students in pre-test while 1 (2.7%) students in post-test. In enough category, 12 (32.43%) students in pre-test while 11 (29.75%) in post-test. In good category, 6 (16%) students in pre-test while in post-test were 19 (51.35%). In excellent category, 0 (0%) students in pre-test while in post-test were 6 (16.22%) students.

As for data analysis using the formula of t-test for one group, it can be seen as follows:

Table 3. Statistical Pre-test and Post- test Score Analysis

No	Pre-Test X_i	Post-Test X_j	$X_j - X_i$	$\bar{D}$	$((X_j - X_i) - \bar{D})$	$((X_j - X_i - D)^2$
1	83	93	10		-6.51	42.3801
2	60	80	20		3.49	12.1801
3	63	79	16	16.51	-0.51	0.2601
4	80	90	10		-6.51	42.3801
5	38	66	28		11.49	132.0201
6	81	90	9		-7.51	56.4001
7	50	68	18		1.49	2.2201
8	70	83	13		-3.51	12.3201
9	53	70	17		0.49	0.2401
10	75	89	14		-2.51	6.3001
11	54	74	20		3.49	12.1801
12	74	86	12		-4.51	20.3401
13	66	84	18		1.49	2.2201
14	38	66	28		11.49	132.0201
15	60	79	19		2.49	6.2001
16	60	70	10		-6.51	42.3801
17	83	93	10		-6.51	42.3801
18	74	84	10		-6.51	42.3801
19	70	80	10	16.51	-6.51	42.3801
20	49	71	22		5.49	30.1401
21	63	86	23		6.49	42.1201
22	53	70	17		0.49	0.2401
23	66	84	18		1.49	2.2201
24	74	86	12		-4.51	20.3401
25	70	88	18		1.49	2.2201
26	66	80	14		-2.51	6.3001
27	60	70	10		-6.51	42.3801
28	36	60	24		7.49	56.1001
29	70	88	18		1.49	2.2201
30	60	88	28		11.49	132.0201
31	70	80	10		-6.51	42.3801
32	85	95	10		-6.51	42.3801
33	54	79	25		8.49	72.0801
34	46	71	25		8.49	72.0801

35	81	93	12		-4.51	20.3401
36	63	80	17		0.49	0.2401
37	54	70	16		-0.51	0.2601
Total	**2.352**	**2.963**	**611**			**1235.2437**

1. Determine mean of difference score 1 and 2

$$\overline{D} = \frac{611}{37} = 16.51$$

2. Determine degrees of freedom
   df = N-1
   df = 37-1
   df = 36

3. Determine VAR (S^2)

$$Var\ (S^2) = \frac{1}{n-1}\sum_{i-1}^{n}((Xj - Xi) - \overline{D})^2$$

$$= \frac{1}{36}(1235.2437)$$

$$= \frac{1235.2437}{36}$$

$$= 34.312$$

4. Determine Standard Deviation

$$SD = \sqrt{Var}$$

$$= \sqrt{34.312} = 5.858$$

5. Determine t_{cal} or $t_{calculation}$

$$t = \frac{\overline{D}}{\frac{SD}{\sqrt{n}}}$$

$$= \frac{16.51}{\frac{5.86}{\sqrt{37}}} = \frac{16.51}{\frac{5.86}{6.08}} = \frac{16.51}{0.96} = 17.198$$

6. $t_{table} \rightarrow$ degree at significance 5% = 2.028

Based on the calculation above, the result is 17.198 > 2.028. The results of data analysis show that using the t-test formula the results of the $t_{calculation}$ are 17.198 higher than the t_{table} of 2.028. It means there is a significant effect on using journaling prompts on EMMO application to enhance students' descriptive text writing.

CONCLUSION

Based on the data described above, it can be concluded that using journaling prompts on EMMO application in students' descriptive text writing was effective and can enhance students' writing skill, especially descriptive text writing. It is evident from the results of students' pre-test and post-test score, students' post-test scores was higher than students'

pre-test score. The result score of the data concluded that the total score of students in pre-test were 2.352 with the average score was 63.57. The lowest score in pre-test were 36 and the highest score is 85. The total score of students in post-test were 2.963 with the average 80.08. The lowest score of post-test were 60 and the highest score were 95. The result showed that there was significant different between students' pre-test and post-test scores. Also from the results of the t-test, the $t_{calculation}$ obtained is higher than the t_{table} (17.198 > 2.028). It means that there is a significant change and effect in students' pre-test to students' post-test scores and using journaling prompts on EMMO application can enhance students' descriptive text writing.

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